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ABSTRACT

This technical report concerns a 1991 survey of Alberta (Canada) students, teachers, and principals. The survey was designed to determine the extent to which grade 8 and grade 11 students hold positive attitudes about human rights and about themselves. Among the main conclusions drawn from the study are that, overall, Alberta students have positive attitudes toward themselves and others, and that principals and teachers expressed generally positive views about their students' self-concept and attitudes toward human rights. This report presents detailed information about the survey, including statistical analyses. Following a summary report on the survey, the technical report is organized into 10 sections: (1) Introduction; (2) Development of the Scales; (3) Student Survey Score Averages, Average Scores for Items, and Percentage of Negative, Neutral, and Positive Responses for Each Item; (4) Summary of Students' Comments; (5) Decile Norms for Schools, Based on the Student Survey; (6) Interpreting Data from Teachers' and Principals' Surveys; (7) Relationship Between School Rankings and Principals' Responses; (8) Summary of Comments by Teachers and Principals; (9) Summary of Observations, Conclusions, and Recommendations; (10) Some Final Considerations. Three appendices are also included: (1) Information and instructions sent to schools, and Suggested letter to parents; (2) Survey instruments; and (3) Correlation between pairs of subscales broken down by grade and gender. (DB)

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A Survey of Attitudes toward Human Rights and toward Self in Alberta schools

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TECHNICAL REPORT

SO 023 349

Alberta
EDUCATION
COMMUNITY DEVELOPMENT
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PREFACE

This report of a 1991 survey of attitudes toward human rights and toward self in Alberta schools, is directed to teachers, parents, school administrators, and others interested in education in Alberta. These sections will likely be most relevant for general audiences:

SECTION 3.	STUDENT SURVEY SCORE AVERAGES, AVERAGE SCORES FOR ITEMS, AND PERCENTAGE OF NEGATIVE, NEUTRAL AND POSITIVE RESPONSES FOR EACH ITEM
SECTION 4.	SUMMARY OF STUDENTS' COMMENTS
SECTION 6.	TEACHERS' AND PRINCIPALS' SURVEYS: AVERAGE SCORES FOR ITEMS
SECTION 8.	SUMMARY OF COMMENTS BY TEACHERS AND PRINCIPALS
SECTION 9.	OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS.

ACKNOWLEDGEMENTS

Sincere thanks are extended to the members of the Steering Committee for their insightful contributions at various stages of the project. We gratefully acknowledge the assistance of Dr. John W. Kehoe, Faculty of Education, University of British Columbia, and Dr. Anne Marie Decore, Faculty of Education, University of Alberta, who both reviewed the field trial version of the survey and offered their valuable suggestions. We also appreciated the assistance and co-operation of the many principals and teachers, who administered the field trial and participated in the norming of the survey. We also acknowledge the many students who provided thoughtful responses to questions. Special thanks are extended to the committees of students from St. Rose Junior High School and Jasper Place Composite High School, both of Edmonton, for reviewing and discussing the survey items.

MEMBERS OF THE STEERING COMMITTEE

Appointed Members

Ms. Christina Barabash
Grade 11 Student, Old Scona Academic High School
(Edmonton Public Schools)

Mrs. Karen Bernard
Trustee, County of Strathcona
(Alberta School Boards Association)

Mr. R. Craig Brack
Teacher, Grade 11 Social Studies
Lethbridge Collegiate Institute
(The Alberta Teachers' Association)

Dr. Elizabeth Crump-Dumesnil
Consultant, Edmonton Catholic Schools
(Member-at-Large)

Mrs. Elizabeth Fargey
Teacher, Grade 8 Social Studies
Glendale Junior High School, Red Deer
(The Alberta Teachers' Association)

Mrs. Mary Anna Harbeck
Teacher, Paul's Elementary/Junior High School
(President, Multicultural Education Council
The Alberta Teachers' Association)

Mr. Ralph Himsl
Superintendent of Schools, Lethbridge RCSS District
(Conference of Alberta School Superintendents)

Ms. Teresita Oliva
Commission Board Member
Alberta Multicultural Commission

Mrs. Shannon Pitts
Calgary Urban Regional Director
Alberta Home and Schools Council

Ms. Alaine Skoreyko
Commissioner
Alberta Human Rights Commission

Ms. Candy Struthers
President, The Learning Disabilities Association of Alberta
Alternate: Ms. Mary Samide
Vice-President, LDAA

Ms. Rita Thompson
Council Member
Alberta Advisory Council on Women's Issues

Dr. Matthew Zachariah
Department of Education Policy and Administrative Studies
Faculty of Education, University of Calgary
(Universities Coordinating Council)

Alberta Education Project Team

Mr. Dennis Belyk (Chairman of the Steering Committee)
Assistant Director
Achievement Testing and Diagnostic Evaluation
Student Evaluation Branch
Alberta Education

Ms. Elizabeth Lange Christensen
Test Development Specialist
Student Evaluation Branch
Alberta Education

Dr. Darlene Montgomery
Acting Program Manager
Diagnostic Evaluation Program
Student Evaluation Branch
Alberta Education

Dr. Philomena Mortensen
Assessment Resources Officer
Student Evaluation Branch
Alberta Education

Dr. Verner Nyberg
Project Consultant

Dr. Merv Thornton
Assistant Director, Humanities
Curriculum Branch
Alberta Education

SUMMARY REPORT

Background

The people of Alberta are interested in and concerned about promoting tolerance and respect for others, and ensuring basic human rights for all. In 1983, the government of Alberta responded to concerns about these issues by appointing the Committee on Tolerance and Understanding. This Committee heard the views of interested groups and individuals and made its recommendations for change in its Final Report, prepared in 1984.

By 1990, Alberta Education and schools and school boards had made many of the recommended changes. The government of Alberta and educators expected that the result of these changes would be increasingly positive attitudes among students, teachers and principals. However, no "hard" information was available about whether attitudes had actually changed.

A Roundtable Discussion Group, representing educators and others interested in human rights, chaired jointly by the Honorable Elaine McCoy and the Honorable Jim Dinning, met to consider how this information could be gathered. A Working Committee, drawn from the Roundtable Discussion Group, recommended that Alberta Education begin to assess the attitudes of students, teachers and school principals, and establish benchmarks so that, in future, attitudes in our schools can be measured in a meaningful way.

Purpose

The purpose of the survey was:

1. To determine the extent to which Grade 8 and Grade 11 students hold positive attitudes about human rights and about themselves.

2. To provide a starting point for further investigation of attitudes held by Alberta students.

3. To identify specific student attitudes that may be cause for concern.

4. To establish provincial benchmarks for future use by schools, school boards and Alberta Education.

5. To initiate and generate discussion about the attitudes of young Albertans.

Description of the Survey

Staff of Alberta Education conducted the survey in the spring of 1991, with the assistance of Project Consultant Dr. Verner Nyberg. They received advice and direction from a steering committee made up of representatives of the education community and human rights interest groups.

Survey questionnaires were administered to students in Grade 8 and Grade 11 in a sample of Alberta schools, to the principals of the schools that these students attended, and to the teachers of social studies and Career and Life Management (CALM) in these schools. In total, 5,434 students were surveyed in 111 schools.

Survey questions attempted to assess students' attitudes toward self as well as attitudes toward human rights: The researchers predicted that there was likely to be a connection between these two variables. The student form dealt with two aspects of self-concept (self-esteem and relationships with peers), and human rights attitudes in five areas (ethnic groups, roles of males and females, people with disabilities, religious groups, and senior citizens). Teachers and principals were asked about their perceptions of the students' attitudes, and about the resources and support available to help them encourage students' growth in these areas. All survey forms provided space for (optional) written comments.

Findings

The instrument yielded valid and reliable data that can be used to compare the attitudes of the groups surveyed and to assess the attitudes of other groups in the future.

These are some of the major conclusions drawn from the study.

1. Positive Attitudes. The study showed that, overall, Alberta students have positive attitudes toward themselves and others.

   Specifically:

   a. Males had more positive attitudes than females about self-concept (self-esteem and peer relationships).

   b. Females had more positive attitudes than males about human rights.

   c. Grade 11 students had more positive attitudes than Grade 8 students about self-esteem, and were more tolerant of people with disabilities.

   d. Grade 8 students were more tolerant than Grade 11 students in the areas of ethnicity and aging.

2. Negative or Ambivalent Attitudes. More detailed analysis of the survey results revealed that some groups of students have negative attitudes in some areas. A number of students also expressed ambivalent (neutral) attitudes. This may mean that they are open to change and that they need more information or experience before forming an opinion.

   Specifically:

   a. Females expressed lower self-esteem (as compared with males), based primarily on concerns about personal appearance.

b. Many males expressed feelings of alienation in their responses to items about i) working with students who are different from themselves and ii) willingness to discuss their problems.

c. Many students (in all groups) expressed feelings of discomfort around people who speak a different language.

d. Grade 11 students, particularly males in small communities (those with populations less than 6,000), expressed a lower level of tolerance for new Canadians.

e. Males at both grade levels, but particularly Grade 11 males in small communities, were less willing to accept the equality of the sexes regarding job assignments.

f. Males at both grade levels were less willing than females to extend voting rights to people who cannot read or write.

g. Many students, but especially males, expressed discomfort around people with physical disabilities.

h. Males, particularly Grade 11 males in small communities, expressed less tolerance than females toward other religions.

i. All groups of students, but especially males, expressed a lack of interest in learning about different religions.

j. Males were less accepting than females of the rights of elderly people to work and drive cars.

3. Principals' and Teachers' Attitudes. Both principals and teachers expressed generally positive views about their students' self-concept and attitudes toward human rights, and about the support and resources available for promoting students' growth in these areas. Principals tended to respond somewhat more positively than teachers.

   Some teachers felt that gifted students did not receive sufficient attention in their schools. Others were concerned that the needs of students with physical disabilities and other special needs were not being met adequately.

   Most teachers and principals said that their schools had no special activities or programs to promote human rights, and many teachers were unaware of school policies related to human rights.

Recommendations of the Steering Committee

After reviewing the results of the survey in detail, the Steering Committee made these recommendations:

1. Various groups and organizations, such as Alberta Education, Alberta Advanced Education, school advisory groups, Specialist Councils of the Alberta Teachers' Association, the Human Rights Commission, the Alberta Multiculturalism Commission, and school boards and their communities should share the responsibility for developing more tolerant and understanding attitudes among young people.

2. Schools that participated in the survey should share their results with their school councils and community members, and ask for their assistance to: a) identify areas where an improvement in students' attitudes would be desirable, b) set goals, and c) support the schools' efforts to achieve these goals. Community groups should work together to improve respect for human rights, within the context of local needs and resources.

3. Schools and communities should publicize initiatives they are undertaking to promote tolerance and understanding among young people. Good ideas developed in the community will very likely be applicable in other communities as well.

4. To assist teachers in their efforts to improve students' self-concepts and attitudes toward human rights, Alberta Education should:

    a. Consider establishing attainment targets for the development of desirable personal characteristics, so that school boards can work toward increasing self-esteem in girls and reducing feelings of alienation in boys.

    b. Identify specific areas of the school program where the study of human rights issues and the development of a positive self-concept can be addressed and reinforced. These areas would probably be parts of the social studies, language arts, science, and mathematics programs at all levels, the health program at the elementary and junior high levels, and the Career and Life Management (CALM) program at the senior high level.

        For example, general and specific learner expectations for media literacy (language arts) could include understanding the effects of messages that promote an unrealistic body image for females, reinforce stereotypes, and fail to reflect the diversity of human beings.

    c. Distribute the "Follow-up Activities" that were included with the survey questionnaire to all schools and encourage communities to develop learning resources that are sensitive to local needs.

    d. Discuss with university faculties of education how best to develop knowledge and skills related to human rights issues among students who are preparing to teach in Alberta's schools.

5. The Specialist Councils of the Alberta Teachers' Association should work cooperatively with the Human Rights Commission to develop inservice packages for teachers.

   These packages could focus on: i) making teachers more sensitive to human rights issues, ii) reviewing Alberta Education's policy on promoting positive attitudes in the classroom, and iii) studying Alberta's human rights legislation and Canada's Charter of Rights and Freedoms. The inservice sessions should help teachers to set a good example of tolerant and understanding attitudes for their students, and to develop curriculum materials for lessons on human rights issues.

6. School boards should:

   a. Provide inservice training to school administrators and teachers, so that all staff are aware of current policies on tolerance, understanding, and respect for diversity in Alberta's schools.

   b. Encourage schools to build on positive attitudes that students have learned in the home and to extend students' knowledge and understanding of people different from themselves.

   c. Involve elderly people in school councils and school programs, with a view to promoting positive attitudes toward older people among students.

   d. Publicize existing materials that could help educators improve students' self-concept and attitudes toward human rights (for example, the model school board policy prepared by the Multicultural Council of the Alberta Teachers' Association and the journal articles by Kinsella and Thomas listed in the "Reference" section of the full technical report).

7. Community groups should:

   a. Use the survey to gather and share information about attitudes in their community. Such a local study would permit people to express their feelings, help to identify issues, and promote a willingness to participate in the resolution of these issues.

   b. Take responsibility for making their community a place where everyone feels respected and valued.

The Steering Committee made additional suggestions for further research. These and other details about the administration of the survey and the analysis of data are presented in the body of this report.

A Final Word

Christina Barabash, a student who responded to the survey when it was administered and then served on the Steering Committee, during her Grade 12 year, had this to say:

> The experience of being on the Steering Committee for the *Survey of Attitudes Toward Human Rights and Toward Self in Alberta Schools* proved to be extremely interesting. I was in the unique position of having been one of the students who responded to the survey when it was administered in May and then participated in the process of examining the survey's results. Although the discussions of this committee seemed at times frustrating and endlessly cyclical, the issues and concerns that arose made me further aware of the current situation and what remains to be accomplished in the area of promoting tolerance. Obviously, this survey is a stepping stone to promote awareness, increase dialogue, and promote the action that is necessary for all individuals to feel not only accepted for their cultural heritage but also important as Canadians—essential in making Canada the wonderfully diverse nation it is. If this survey and the work of the Steering Committee succeed in demonstrating that more has to be done by everyone, in all communities, I will feel that we have achieved something of worth.

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SECTION 1

INTRODUCTION

Background

Alberta Education's statement on "Developing Desirable Personal Characteristics" emphasizes the role of the school in promoting tolerance and understanding. As well, many organizations, institutions, groups, and individuals throughout the province are involved in a variety of initiatives that support and promote human rights and acceptance of others who are different from ourselves.

In 1983, the government of Alberta responded to concerns about these issues by appointing the Committee on Tolerance and Understanding. This Committee heard the views of interested groups and individuals and made its recommendations for change in its Final Report, prepared in 1984.

One of the duties of the Committee was to review the curriculum and suggest practical changes in the education system that would foster greater tolerance and respect for minority groups. Alberta Education acted on the majority of the Committee's recommendations. For example, a monograph, Promoting Tolerance, Understanding and Respect for Diversity, published in 1985, was the direct result of one of the Committee's recommendations. This document provides suggested lesson plans and a list of resource materials for teachers.

Alberta Education also reviewed provincially authorized learning resources for tolerance and understanding, and removed some titles from the list. Currently, Alberta Education policy requires that new, provincially authorized learning resources for teachers and students undergo a Tolerance and Understanding Analysis. Through this process, Alberta Education strives to ensure that resources used in schools a) do not contain statements that might be offensive to any persons or groups, and b) take advantage of opportunities to deal positively with tolerance and understanding issues.

By 1990, six years after the Committee on Tolerance and Understanding had submitted its final report, Alberta Education and schools and school boards had made many changes that were designed to promote tolerance and respect for others. The government of Alberta and educators expected that the result of these changes would be increasingly positive attitudes among students, teachers and principals. However, no "hard" information was available about whether attitudes had actually changed.

It was time, therefore, to begin assessing the attitudes of students, teachers and school principals, and to establish benchmarks, so that , in future, attitudes in our schools can be measured in a meaningful way. In the 1991 study described in this report, survey questionnaires were administered to students in Grade 8 and Grade 11 in a sample of schools, to the principals of the schools that these students attended, and to the teachers of social studies and Career and Life Management (CALM) in these schools. Survey questions attempted to assess students' attitudes toward self as well as attitudes toward human rights: The researchers predicted that there was likely to be a connection between these two variables.

Purposes

The survey had several purposes:

1. To determine the extent to which Grade 8 and Grade 11 students hold positive attitudes about human rights and about themselves.

2. To provide a starting point for further investigation of attitudes held by Alberta students.

3. To identify specific student attitudes that may be cause for concern.

4. To establish provincial benchmarks for future use by schools, school boards, and Alberta Education.

5. To Initiate and generate discussions about the attitudes of young Albertans.

Quantifiable or numerical data, such as average scores by grade and gender, provide an objective perspective from which to begin constructive discussion of human rights issues. However, quantifiable data have limitations; they are merely a collection of facts about a limited set of characteristics, whereas human rights issues are emotional and wide-ranging.

Numerical information cannot provide a sufficient basis for defining ethical behavior, formulating the basic principles of our social structure, and deciding on the kind of society we wish to create. Therefore, the figures and discussion presented in this report are only a starting point.

Limitations

1. This instrument is a survey of attitudes about self and human rights held by students in Grade 8 and Grade 11. Like any survey instrument, it was expected to "measure a pupil's general achievement over a broad range of outcomes" (Gronlund, p. 16).

   As a comparison, an elementary arithmetic test of fundamental operations contains a few questions in each of these areas: addition, subtraction, multiplication, and division. Students' scores are indicators only of their general proficiency at manipulating numbers. The scores do not provide information about students' strengths and weaknesses. For example, two people might receive a score of 28 out of 40 on a test that has 10 items for each of the four operations. The two students demonstrate equal proficiency on the test; they are not very strong, but they exhibit some skills. However, one student might had made errors on three questions in each of the four subdivisions, while the other had errors on two multiplication items and all of the division items. The survey does not reveal this difference. This arithmetic test in not a diagnostic tool, which is "designed to isolate specific strengths and weaknesses in a student's achievement" (Ebel & Frisbie, p. 348).

Similarly, the Self-Concept instrument and the Human Rights Survey do not provide a diagnosis of individual students. Although scores on various components are provided, they are not accurate measures of an individual student's attitudes in each area. They are indicators of where classes or larger groups of students stand in relation to others. It is justifiable, for example, to compare scores of males and females and of Grade 8 and Grade 11 students, and to compare scores of students in 1991 with scores of other students in future years.

2. One might argue with justification that some vital aspects of human rights issues and self-concept are not included in the survey. The test must be kept short so that respondents do not lose interest and mark their sheets carelessly, yet it must be long enough to produce reasonably reliable information. The content of each area was thought to be broad enough that additional items would not produce significant changes in the standings of different groups.

   Returning to the analogy of the mathematics test, if addition questions deal with marbles and not apples, adding questions on apples will probably not change the rankings of the groups of students.

3. It was important to administer the survey early in May 1991 so as not to disrupt programs at the end of the school year. Thus, there was time for only one field trial to validate the instrument. However, this field trial was quite comprehensive, and it included interviews with participating students. Analysis of the results indicated that the survey provides reliable information.

Delimitations

1. Only two grades were surveyed. Grades 8 and 11 were selected because: a) elementary students often have problems expressing abstract ideas, but most students in grades 8 and 11 are mature enough to understand human rights issues, evaluate different positions and form their own views; and b) using students in grades 8 and 11 provided for a comparison of attitudes among junior and senior high school students.

2. Scores achieved by individual students are not available because the answer sheets were anonymous. The committee thought that students would be more likely to reveal their true feelings if they knew they did not have to reveal their identity. As well, it would not be valid to make judgments about individual students' attitudes on the basis of this survey which is designed to measure the attitudes of groups of students.

3. No data were gathered on the attitudes of subgroups (e.g., ethnic minorities or disabled people). The sample size was too small to yield reliable data on small percentages of the total student population.

SECTION 2

DEVELOPMENT OF THE SCALES

Overview

Items on the survey instrument for students dealt with seven categories: two aspects of self-concept (self-esteem and relationships with peers), and human rights attitudes in five areas (ethnic groups, roles of males and females, people with disabilities, religious groups, and senior citizens). These categories were chosen after a study of existing provincial policies. Care was taken to balance comprehensiveness with sensitivity to student fatigue and to the amount of school time needed by teachers to administer the survey.

The instruments for surveying teachers and principals were similar to the one for students, but they took a different perspective. Students were asked to indicate how they felt about themselves and to respond to statements about tolerance, understanding, and respect for diversity. Teachers and principals were asked about their perceptions of the students' attitudes, and about the resources and support available to help them encourage students' growth in these areas.

Data collected in 1991 from students, teachers, and principals were intended for immediate use in these ways:

- To describe the attitudes toward human rights that existed in Alberta schools in the spring of 1991
- To determine if the self-concept subscales should be included with, or kept distinct from, the human rights measures
- To identify weak items in the surveys
- To serve as benchmarks for future surveys
- To determine changes in attitudes that take place between Grade 8 and Grade 11
- To determine which policies or student attitudes might need more attention.

Survey materials were sent out in April 1991 to be administered the following month.

Construction of the Survey

In late 1990, staff of Alberta Education and the Steering Committee began planning the survey and designing the three survey instruments—for students, teachers, and principals (see Appendix 2.) The survey for students was designed to gather information about students' attitudes. The surveys for teachers and principals focused on the degree of satisfaction they felt in such areas as: attitudes of students toward human rights, adequacy of materials available in the schools, and support from administration and from the community. In March 1991, Alberta Education conducted a

field trial of the draft survey forms and made revisions based on the data gathered. The final form of the test was administered before the end of May 1991.

Original plans were to survey four aspects of human rights (Ethnicity, Gender, Disabilities, and Religion) and two components of Self-Concept (Self-Esteem and Peer Relationships), with eight items per subtest, for a total of 48. This would be sufficient to yield reasonably reliable scores yet not too long to frustrate students. The item format decided upon was to provide a strong positive or negative statement, to which each student would respond by selecting one of five possible choices. This method (called a Likert Scale) gives students a set of responses for each statement, ranging from "Strongly Disagree" to "Strongly Agree".

Following the usual procedure, test developers produced more than the required number of items in each category so that weaker items could be discarded. Items were designed so that an equal number had positive and negative responses. In other words, for half the items, an "Agree" response would indicate a desirable attitude about human rights and, for the other half, a "Disagree" reply would be desirable.

In the course of developing the instruments, the committee decided not to construct a new survey of self-concept, but to adapt an instrument previously developed at Queen's University (King et al. 1985). Authorization was obtained from Queen's to adapt measures that related to Self-Esteem and Peer Relationships. The version created for the Alberta Education Survey was slightly longer than the original, and a different method of recording responses was used.

The Queen's University scale consisted of eight items in the Self-Esteem category but only five in the Peer Relationships section. The first item-writing task was to add three statements to the shorter section and change the format from a two- or three-choice response to a five-point scale.

In due course, the items were written and assembled into a field trial form. Copies of this version of the scale were sent to two experts in the area of human rights, Dr. John W. Kehoe, University of British Columbia, and Dr. Anne Marie Decore, University of Alberta. Their suggestions and criticisms helped Alberta Education to revise the items.

The field trial yielded responses from 212 students and a sample of teachers and principals. The data were gathered and analysed, and the results were presented at a meeting of the Steering Committee on March 27, 1991. At this meeting, the items were critiqued and plans were formulated for administering the survey. One substantive change was required by the committee—that a seventh scale in the area of Aging be included. The change was made.

The next draft of the survey was submitted to Alberta Education for a Tolerance and Understanding Analysis. The purpose of this review was twofold: to check for wording that might offend a subgroup of society and to determine the need for other forms (Braille, large print, audiotape, and French language) of the instrument.

The final form of the student survey consisted of 56 items, but, as indicated in Table 2.1, four items were later deleted for technical reasons or they were deemed unsuitable. Table 2.1 describes the items in terms of the aspect being measured and the expected

(desirable) response. On the final page of the instrument, space was provided for any comments that students might wish to make.

Table 2.1 - Survey Items Listed by Aspect Measured and Expected Response

Aspect Being Measured	Agreement Expected	Disagreement Expected	TOTAL Initial	TOTAL Final
Self-Esteem	1, 2, 6, 15	3, 4, 5, 14	8	8
Peer Relationships	8, 11, 13, 16	7, 9, 10, 12	8	8
Ethnicity	39, (40), 50, 54	17, 28, 35, 48	8	7
Gender	24, 30, 33, 37	20, 42, 46, 51	8	8
Disabilities	19, 21, 26, 53	29, 45, 49, 55	8	8
Religion	18, 22, 25, 43	32, 36, 47, (56)	8	7
Aging	23, 31, (34), 52	27, 38, 41, (44)	8	6
TOTAL	28	28	56	52

Parentheses indicate items that were dropped for technical reasons or that were deemed unsuitable for inclusion in the survey.

Description of Subscales

Self-Esteem: how people feel about themselves in relation to appearance, confidence and so on.

Peer Relationships: focus on shyness, number of friends, and so on.

Ethnicity: feelings about minority cultures in Canada and respect for people from other countries.

Gender: attitudes toward the idea of equality of the sexes and toward women in the workplace.

Disabilities: respecting people who have disabilities and respecting their rights in society.

Religion: feelings toward people who have religious beliefs that differ from one's own and respect for various religious beliefs.

Aging: feelings toward elderly people; respect for the elderly and for their rights in Canadian Society.

Sampling and Administration

The sampling unit was the school. Stratification of the sample was done according to 10 geographical zones of the province established by Alberta Education. Random selections were made from these zones. Schools with fewer than six students enrolled in the target grade and federally administered schools were excluded from the study. Each school selected was asked to administer the survey to all students in Grade 8 and /or Grade 11.

For the Grade 8 students, the teacher administered the survey in their Social Studies class. When this was not possible, a Language Arts class was the second choice. (The content of these two courses overlaps frequently and touches on human rights issues.)

For Grade 11 students, the matter was not so simple. There is no one subject in which all students enroll, in either semester. Many high schools operate on a two-semester year; therefore, the maximum number of students enrolled in any subject at a particular time is about half the provincial Grade 11 population. The survey was administered to CALM 20 (Career and Life Management) classes, as they generally include the largest percentage of students enrolled in Grade 11 in a school. In schools where CALM 20 was not being offered in the spring of 1991, the school administered the survey to students in all Social Studies 20 and Social Studies 23 classes operating at the time.

In addition to the regular survey forms, French language, braille, and large-print versions were prepared and made available to a school upon request.

Before selection took place, the Deputy Minister of Education informed all superintendents, in writing, that the human rights survey was underway and that one or more of their schools might be selected as part of a provincial sample. After schools were selected, Alberta Education staff phoned the school principals to advise them of this and tell them that detailed information would be mailed shortly.

A total of 111 schools were contacted, and all of them took part in the project. In all, 2,899 Grade 8 students and 2,535 Grade 11 students participated in the survey.

Along with the test materials, principals of participating schools received general information about the student survey, the form for principals, and the form for teachers. Included in the information for teachers were direction about how to complete the survey for teachers. The principals also received instruction about distributing and collecting the survey materials and administering the survey to the students. Finally, a sample letter to parents was provided for schools to use as required.

Appendix 1 contains a copy of the information sheets sent to the schools. Appendix 2 includes a copy of each of the three survey instruments used in the study.

Processing and Data Analysis

The student answer sheets were machine scored using an optical scanner. Responses to each of the 56 items were scored on a scale of 1 to 5. Items for which agreement indicated a positive view were scored 1 for Strongly Disagree, 2 for Disagree, 3 for

Neither Agree nor Disagree, 4 for Agree, and 5 for Strongly Agree. An example of such an item would be Item 1, "I have confidence in myself." Items for which disagreement indicated a positive view were scored 5 for Strongly Disagree, 4 for Disagree, 3 for Neither Agree nor Disagree, 2 for Agree, and 1 for Strongly Agree. An example of such an item would be Item 3, "I often am sorry for the things I do." All values of 5 indicated a highly positive self-concept or a highly positive attitude toward some aspect of human rights. Table 2.1 indicates the direction of scoring for each item.

The sheets the students used to comment on any aspect of the survey were removed from the test pamphlets and processed manually. Details of the procedures used and results produced are provided in Section 4.

Survey forms for teacher and principals were scored by machine and manually. The questions for teachers and principals were essentially the same, although teachers generally spoke for their classes, while each principal's response reflected the situation in his or her school as a whole. All the machine-scored items were set in the same direction; that is, a response of 1 indicated Strongly Disagree, while a choice of 5 signified Strongly Agree. (See Appendix 2 for copies of these surveys.)

After staff had completed the preliminary processing of the survey forms for students, the Steering Committee reviewed the items again. They decided that four items should be dropped and the data processed again. Following are descriptions of the items that were deleted and the reasons for deletion:

Item 34. *Any suggestion that elderly people should not be allowed to vote is wrong.*

This item was essentially a double negative. The committee felt that students who were not strong readers might easily confuse the direction of their responses; they might misinterpret the statement.

Item 40. *It is all right with me if, in the RCMP, Native people are allowed to wear braids, and Sikhs are allowed to wear turbans.*

While the item was intended to reflect a general principle, students did not interpret it that way. They tended to regard the statement as expressing two distinct ideas. This was revealed in their comments; for example, "There should be no turbans in the RCMP, but Indians can wear braids because they are our natives." It would be difficult to determine how such a student responded to the item on the answer sheet.

Item 44. *Elderly people who don't need the money should **not** receive government old age pensions.*

This statement also contained a double negative. In addition, it is difficult to determine whether students responded to the need for cuts in government spending or to the need for universality of old age pensions.

Item 56. *Laws should be changed so that members of religious groups who practice witchcraft and sorcery would be jailed.*

The Steering Committee felt that the terms "witchcraft" and "sorcery" would probably not be understood uniformly by students. Even in everyday language, these terms take on a wide range of meaning, and the committee thought that different students likely responded to different ideas.

Students' responses were analysed in terms of grade level, gender, and the size of the community in which schools were located. Communities were categorized as small, medium, or large on the basis of population figures compiled by the Alberta Bureau of Statistics. The population limits for each category were: small—populations under 6,000, medium—populations between 6,000 and 600,000, and large—populations over 600,000. (Communities were not described as urban or rural because many communities in Alberta, while similar in size, cannot be easily identified as either urban or rural.) Average scores and standard deviations were calculated for each item on the survey. Average scores for the subscales and for each item on the survey, as well as the percentage of negative, neutral and positive responses to the items are reported in Section 3.

Provincial benchmarks were established, based on the ranking of school averages. Benchmarks for Grade 8 and Grade 11 were computed separately for each subscale on the survey (Self-Esteem, Peer Relationships, Ethnicity, Gender, Disabilities, Religion and Aging) as well as for the Self-concept aspect (a combination of the Self-Esteem and Peer Relationships subscales) and the Human Rights section (a combination of the remaining five subscales).

In all cases, benchmarks consisting of decile norms were produced rather than the more commonly used percentile ranks. Decile norms indicate where each score (in this case, an average score for a school) fits into the distribution of all the scores achieved by the participating schools. A more detailed explanation is given in Section 5.

In future years, it will be possible to compare scores with those recorded in the spring of 1991. An individual school might administer the survey to its Grade 8 or Grade 11 students and use the 1991 benchmark to determine where it stands in relation to other schools on attitudes to human rights.

For the teachers' and principals' forms, averages and standard deviations were computed for all items. Subscale scores were calculated in areas where these scores were meaningful; that is, groups of items on a single topic were grouped together for additional analysis. This is reported in Section 6. Relationships between school rankings and principals' responses are presented in Section 7.

The students' comments and the teachers' and principals' comments were summarized according to procedures described in Section 4 and Section 8, respectively.

Technical Considerations

Reliability

The reliability of a measure is an indication of how accurate score values are; in other words, the extent to which you can rely on them. "Reliability" refers to "consistency." The concern is the extent to which the scores would agree if the measure were repeated, or if a similar test were administered.

Reliability can be defined mathematically but, unfortunately, there is no direct way of determining its presence. There are, however, several approximations that can be used. For example, internal consistency estimates how well the questions or items "hang together" to define the property being measured. The alpha coefficient is one of the measures of internal consistency.

Reliability estimates (alpha coefficients) were computed for each of the seven subscales, for the Self-Concept and the Human Rights aspects, and for the total scores on the survey. The results are shown in Table 2.2.

The reliability coefficients of the subscales shown in this table are satisfactory for making decisions about groups of students. The reliability of the Human Rights scale (.90), which is a combination of all of the scales except for Self-Esteem and Peer Relationships, is perhaps high enough to use in making decisions about an individual student's school program. However, the survey was administered to students who knew their responses would be anonymous.

Students' score and the reliability of the instrument could differ if students were asked to put their names on the answer sheets.

Table 2.2 - Reliability Coefficients

Survey Aspect	Alpha Coefficient
Self-Esteem	.73
Peer Relationships	.64
Ethnicity	.71
Gender	.77
Disabilities	.73
Religion	.69
Aging	.60
Self-Concept	.79
Human Rights	.90
TOTAL SCALE	.89

Validity

The validity of an instrument is the degree to which it measures what is intended; in this case, the extent to which the survey measured attitudes to human rights.

Content validity is primarily concerned with the extent to which the area of investigation was covered. The project's Steering Committee reviewed a draft of the questionnaire, as did two recognized experts in the field of human rights. These two groups made a number of suggestions, all of which were considered when the final draft of the survey was prepared.

Another concern regarding content validity is whether the students understood the items and whether they addressed the survey seriously. To investigate these matters, the project consultant met with a group of 8 or 10 Grade 8 students and a similar group of Grade 11 students immediately after they had written the field trial version of the instrument. These students were selected by their teachers to represent different ability levels. The were also selected for their willingness and ability to express themselves in the meeting. As a result of these meetings, the survey developer made a few changes to the wording of some of the statements on the survey. The students generally seemed to welcome the opportunity to express their views on a survey, and several commented that they found the survey interesting. This feeling seemed to prevail in the administration of the survey. Teachers reported no reluctance on the part of the students, and the comments of the respondents generally indicated a serious approach.

Other evidence of validity was also gathered. First, correlations between all pairs of scales were calculated. The results are shown in Table 2.3.

Table 2.3 - Correlations Between Pairs of Subscales

Subscale	Peer Relations	Ethnicity	Gender	Dis-abilities	Religion	Aging
Self-Est'm	.48	.08	.03	.11	.11	.13
Peer Rel.		.20	.20	.22	.21	.19
Ethnicity			.52	.55	.69	.42
Gender				.52	.54	.40
Disabilities					.58	.52
Religion						.44

In addition to the correlations shown above, the relationship between the broader areas of Self-concept and Human Rights was calculated and was observed to be .21.

The pattern of correlations indicated that the two scales were quite distinct and should therefore be treated separately. This was evident by the fact that Self-Esteem and Peer Relationships were moderately correlated, but they were essentially uncorrelated with

Ethnicity, Gender, Disabilities, Religion, and Aging. Similarly, these five subscales were moderately correlated among themselves. The low, positive correlation (.21) between the two scales also supports the idea of treating the scales separately.

People who have high Self-Esteem might not have positive attitudes toward human rights, but it is reasonable to expect a modest relationship. The low but positive correlation between the two scales is what would be expected when a valid measure of Self-Concept and a valid measure of Human Rights are administered to the same group of students. The initial expectation, however, was that the relationship would be somewhat stronger than it was. Including Self-Concept as part of a Human Rights scale, then, does not seem necessary. However, when the correlation coefficients were calculated separately for each gender within a grade (Appendix 3), the correlations between the Self-Esteem subscale and the Human Rights scale were somewhat higher. As well, the correlations between the Gender subscale and the Human Rights scale are higher for males as compared to females.

The primary question regarding validity is whether the Human Rights scale is actually related to how students feel about this vital matter. An answer to this question was sought by relating comments of groups of students to their responses to the survey items. Schools with relatively low mean scores (<140) on the Human Rights scale were identified, as were the schools with high mean scores (>160). (See Section 5 for information about the range of scores.) Five schools with low scores and four with high scores were identified. All comment sheets from these schools were drawn and scrutinized; there were 11 for the low group and 16 for the high group.

Of the comments from schools with low scores, three were positive, six were negative, and two were ambivalent; that is, something positive was stated but it had negative stipulations. Three comments expressed objection to the questions. Some sheets contained more than one comment.

Of the comments from schools with high scores, there were no negative statements. Thirteen statements were positive, one was neutral, and five were not relevant to the study.

The pattern of comments provides some evidence to support the validity of the survey instrument for students. It would appear that schools producing low means on the items have students who are more likely to make negative comments about human rights. However, because of the small number of sheets with comments on them, the evidence is not conclusive.

Finally, a validity-related problem common to many attitude surveys must be mentioned. Students were asked to express their views, which might or might not indicate how they would actually act. For example, a person might believe that he/she is not prejudiced against a certain ethnic group and make an honest statement to that effect. In practice, however, this same person might avoid contact with members of that group and resist employing them. In this survey, there is assumed to be a strong relationship between expressed views and actions in life situations. Also, in this survey "attitude" generally means "expressed attitude."

SECTION 3

STUDENT SURVEY SCORE AVERAGES, AVERAGE SCORES FOR ITEMS AND PERCENTAGE OF NEGATIVE, NEUTRAL AND POSITIVE RESPONSES FOR EACH ITEM

Throughout this report, the general term **average** is used instead of the more specific term **arithmetic mean.**

In Tables 3.1 to 3.12 an average greater than 3.00 indicates that students' responses to the survey items were generally positive. An average less than 3.00 indicates that their responses were generally negative. An average of 3.00 shows that their viewpoints were neutral.

In responding to the survey items, students expressed a positive attitude by agreeing or strongly agreeing with a statement like, "Women can be excellent managers in the workplace." This statement expresses a tolerant and understanding viewpoint. Students also demonstrated a positive attitude by disagreeing or strongly disagreeing with a statement like, "A woman should **not** have a career while caring for her family." This statement expresses a less tolerant and understanding viewpoint.

Students expressed a negative attitude by disagreeing or strongly disagreeing with a statement like, "Elderly people are entitled to respect." This statement expresses a tolerant and understanding viewpoint. They also demonstrated a negative attitude by agreeing or strongly agreeing with a statement like, "When people reach a certain age they should no longer be allowed to drive cars." This statement expresses a less tolerant and understanding viewpoint.

Average Scores for Subscales of the Survey

Tables 3.1 to 3.4 present average scores for the survey subscales by grade, gender and community size. The following observations about students are drawn from these tables.

- Students displayed positive attitudes toward all aspects of Self-Concept and Human Rights included in the survey. Average scores for all subscales, within all subgroups, are above 3.00.

- Overall, males had a higher average score on the Self-Concept scale (Self-Esteem and Peer Relationships subscales combined) than females. However, an examination of the averages for the two subscales that comprise the Self-Concept scale revealed that while females had a lower average score on the Self-Esteem subscale than males, their average on the Peer Relations subscale was higher.

- Females had a higher average score on the Human Rights scale (the five subscales combined) as compared to males. As well, females had higher average scores than males on every subscale within the Human Rights scale.

- Grade 11 students had a higher average on the Self-Esteem subscale and a similar average on the Peer Relationships subscale as compared to Grade 8 students.

- Grade 11 students expressed more tolerant attitudes than Grade 8 students on the Disabilities subscale, but slightly less tolerant attitudes than Grade 8 students on the Aging subscale.

- Grade 8 and Grade 11 students in small and medium communities, and Grade 8 students in large communities, reported very similar attitudes on the Gender and Religion subscales. However, in comparison, Grade 11 students in large communities reported more tolerant attitudes.

- While Grade 8 and Grade 11 students in large communities reported similar attitudes on the Ethnicity subscale, Grade 11 students in small and medium communities reported less tolerant attitudes than Grade 8 students in small and medium communities.

Table 3.1 - Overview of Averages by Subscale, Grade, and Gender

Subscale	Grade 8 (N=2,899)	Grade 11 (N=2,535)	TOTAL (N=5,434)	Grade 8 Females (N=1,428)	Grade 8 Males (N=1,471)	Grade 11 Females (1,314)	Grade 11 Males (1,221)	Grades 8 & 11 Combined Females (N=2,742)	Grades 8 & 11 Combined Males (2,692)
Self-Esteem	3.40	3.54	3.47	3.26	3.54	3.43	3.65	3.34	3.59
Peer Rel.	3.53	3.55	3.54	3.61	3.46	3.62	3.48	3.61	3.47
Ethnicity	3.73	3.66	3.70	3.95	3.52	3.87	3.43	3.91	3.48
Gender	4.11	4.13	4.12	4.41	3.83	4.43	3.81	4.42	3.82
Disabilities	3.69	3.79	3.74	3.88	3.51	3.97	3.59	3.92	3.55
Religion	3.74	3.77	3.76	3.94	3.55	3.98	3.55	3.96	3.55
Aging	3.79	3.75	3.77	3.90	3.68	3.87	3.62	3.88	3.65
Total Scale	3.71	3.74	3.72	3.84	3.58	3.88	3.59	3.86	3.59
Self-Conc.	3.47	3.55	3.50	3.43	3.50	3.53	3.57	3.48	3.53
Human Rts	3.82	3.83	3.82	4.02	3.62	4.04	3.61	4.03	3.61

Table 3.2 - Small Community (under 6,000): Overview of Averages by Subscale, Grade, and Gender

Subscale	Grade 8 (N= 937)	Grade 11 (N=1 034)	TOTAL (N=1 971)	Grade 8 Females (N= 480)	Grade 8 Males (N= 457)	Grade 11 Females (515)	Grade 11 Males (519)	Grades 8 & 11 Combined Females (N= 995)	Grades 8 & 11 Combined Males (976)
Self-Esteem	3.41	3.53	3.47	3.28	3.54	3.43	3.64	3.36	3.59
Peer Rel.	3.52	3.54	3.53	3.60	3.43	3.62	3.47	3.61	3.45
Ethnicity	3.73	3.58	3.65	3.97	3.48	3.84	3.32	3.90	3.40
Gender	4.12	4.07	4.10	4.39	3.84	4.40	3.75	4.39	3.79
Disabilities	3.73	3.77	3.75	3.91	3.53	3.98	3.57	3.95	3.55
Religion	3.75	3.72	3.73	3.94	3.55	3.96	3.48	3.95	3.51
Aging	3.80	3.74	3.77	3.91	3.69	3.87	3.62	3.89	3.65
Total Scale	3.72	3.71	3.71	3.85	3.58	3.87	3.55	3.86	3.56
Self-Conc.	3.46	3.54	3.50	3.44	3.48	3.52	3.55	3.48	3.52
Human Rts	3.83	3.79	3.81	4.03	3.62	4.02	3.55	4.03	3.58

Table 3.3 - Medium Community (6,000 - 600,000): Overview of Averages by Subscales, Grade, and Gender

Subscale	Grade 8 (N= 696)	Grade 11 (N= 529)	TOTAL (N=1 225)	Grade 8 Females (N= 333)	Grade 8 Males (N= 363)	Grade 11 Females (252)	Grade 11 Males (277)	Grades 8 & 11 Combined Females (N= 585)	Grades 8 & 11 Combined Males (640)
Self-Esteem	3.39	3.52	3.44	3.23	3.53	3.40	3.63	3.30	3.57
Peer Rel.	3.56	3.57	3.56	3.67	3.45	3.65	3.50	3.66	3.47
Ethnicity	3.77	3.65	3.72	3.99	3.57	3.89	3.43	3.95	3.51
Gender	4.13	4.09	4.11	4.42	3.85	4.43	3.79	4.42	3.83
Disabilities	3.67	3.75	3.70	3.89	3.47	3.96	3.56	3.92	3.51
Religion	3.75	3.75	3.75	3.96	3.57	3.99	3.53	3.97	3.55
Aging	3.78	3.72	3.76	3.89	3.68	3.87	3.59	3.88	3.64
Total Scale	3.72	3.72	3.72	3.86	3.59	3.88	3.58	3.87	3.58
Self-Conc.	3.47	3.55	3.50	3.45	3.49	3.53	3.56	3.48	3.52
Human Rts	3.82	3.80	3.82	4.04	3.63	4.04	3.58	4.04	3.61

Table 3.4 - Large Community (over 600,000): Overview of Averages by Subscale, Grade, and Gender

Subscale	Grade 8 (N=1 266)	Grade 11 (N= 972)	TOTAL (N=2 238)	Grade 8 Females (N= 615)	Grade 8 Males (N= 651)	Grade 11 Females (547)	Grade 11 Males (425)	Grades 8 & 11 Combined Females (N=1 162)	Grades 8 & 11 Combined Males (1 076)
Self-Esteem	3.41	3.55	3.47	3.26	3.54	3.45	3.69	3.35	3.60
Peer Rel.	3.52	3.55	3.54	3.58	3.47	3.61	3.47	3.59	3.47
Ethnicity	3.72	3.74	3.73	3.91	3.53	3.88	3.55	3.90	3.54
Gender	4.10	4.21	4.15	4.42	3.80	4.45	3.90	4.43	3.84
Disabilities	3.67	3.82	3.74	3.84	3.51	3.96	3.64	3.90	3.56
Religion	3.74	3.85	3.78	3.93	3.55	4.00	3.65	3.96	3.59
Aging	3.78	3.76	3.77	3.90	3.66	3.86	3.64	3.88	3.65
Total Scale	3.70	3.78	3.74	3.83	3.58	3.89	3.65	3.86	3.61
Self-Conc.	3.47	3.55	3.50	3.42	3.51	3.53	3.58	3.47	3.54
Human Rts	3.81	3.89	3.84	4.01	3.61	4.04	3.68	4.03	3.64

Average Scores for Survey Items

Tables 3.5 to 3.11 provide an overview of the average scores for each item on the survey by grade and gender. (More detailed item response data, broken down by grade, gender and community size, are provided in a later section.)

The tables show that 23 items have average scores higher than 4.00 for at least two groups of students, indicating very positive attitudes in these areas. On the other hand, five items have average scores of less than 3.00 for at least two groups of students, indicating negative attitudes in these areas. The following general observations can be made about the students' responses to individual items on the survey:

- The average scores of both females and males were higher than 4.00 for six items: Peer Relationships (16), Gender (24, 37, 46), Religion (22), and Aging (31).

- In addition to the items listed above, the average scores of males were higher than 4.00 for two items: Self-Esteem (1, 6).

- The average scores of females were higher than 4.00 on an additional 15 items: Ethnicity (28, 39, 48), Gender (20, 33, 51), Disabilities (21, 26, 49, 55), Religion (32, 36, 43), and Aging (23, 27).

- The average scores of females were lower than 3.00 for two items: Self-Esteem (3, 4). In addition, Grade 8 females had an average score less than 3.00 on one item: Peer Relationships (7).

- The average scores of males were less than 3.00 for three items: Peer Relationships (9, 13) and Religion (18). In addition, Grade 8 males had an average score less than 3.00 on two items: Self-Esteem (3) and Disabilities (19).

Table 3.5 - Self-Esteem Scale Item Data

Item	Grade 8		Grade 11	
	Females	Males	Females	Males
1	3.89	4.16	3.91	4.12
2	3.59	3.69	3.78	3.81
3	2.52	2.74	2.76	3.02
4	2.49	3.08	2.58	3.14
5	3.06	3.51	3.38	3.65
6	3.79	4.13	3.91	4.11
14	3.63	3.65	3.76	3.76
15	3.12	3.33	3.36	3.62
Scale Total	26.09	28.29	27.44	29.23
Scale Average	3.26	3.54	3.43	3.65

A two-way analysis of variance indicated that both gender differences and grade differences were statistically significant. There was no significant interaction between grade and gender; that is, gender differences were similar in both grades.

Table 3.6 - Peer Relationships Scale Item Data

Item	Grade 8		Grade 11	
	Females	Males	Females	Males
7	2.93	3.11	3.09	3.24
8	3.92	3.93	3.96	3.94
9	3.06	2.76	3.05	2.71
10	3.85	3.84	3.75	3.66
11	3.77	3.20	3.95	3.39
12	3.81	3.75	3.71	3.75
13	3.32	2.90	3.39	2.96
16	4.18	4.15	4.09	4.16
Scale Total	28.84	27.64	28.99	27.81
Scale Average	3.61	3.46	3.62	3.48

A two-way analysis of variance indicated that gender differences were statistically significant but grade differences were not. There was no significant interaction between grade and gender; that is, gender differences were similar in both grades.

Table 3.7 - Ethnicity Scale Item Data

Item	Grade 8		Grade 11	
	Females	Males	Females	Males
17	3.27	3.14	3.23	3.01
28	4.29	3.96	4.30	3.98
35	4.15	3.49	3.88	3.24
39	4.38	3.86	4.21	3.73
40	Item deleted			
48	4.21	3.67	4.02	3.50
50	3.52	3.31	3.61	3.28
54	3.81	3.24	3.83	3.27
Scale Total	27.63	24.67	27.08	24.01
Scale Average	3.95	3.52	3.87	3.43

A two-way analysis of variance indicated that both gender differences and grade differences were statistically significant. There was no significant interaction between grade and gender; that is, gender differences were similar in both grades.

Table 3.8 - Gender Scale Item Data

Item	Grade 8		Grade 11	
	Females	Males	Females	Males
20	4.48	3.85	4.41	3.71
24	4.66	4.22	4.66	4.23
30	3.83	3.31	3.95	3.42
33	4.62	3.96	4.66	3.88
37	4.69	4.10	4.73	4.14
42	4.11	3.18	3.82	3.00
46	4.68	4.29	4.74	4.25
51	4.19	3.70	4.44	3.87
Scale Total	35.26	30.61	35.41	30.50
Scale Average	4.41	3.83	4.43	3.81

A two-way analysis of variance indicated that gender differences were statistically significant but grade differences were not. There was no significant interaction between grade and gender; that is, gender differences were similar in both grades.

Table 3.9 - Disabilities Scale Item Data

Item	Grade 8		Grade 11	
	Females	Males	Females	Males
19	3.28	2.94	3.40	3.03
21	4.10	3.79	4.20	3.82
26	4.21	3.88	4.34	3.97
29	3.64	3.34	3.80	3.54
45	3.63	3.25	3.53	3.21
49	4.09	3.70	4.20	3.79
53	3.86	3.43	3.93	3.48
55	4.23	3.73	4.34	3.87
Scale Total	31.04	28.06	31.74	28.71
Scale Average	3.88	3.51	3.97	3.59

A two-way analysis of variance indicated that both gender differences and grade differences were statistically significant. There was no significant interaction between grade and gender; that is, gender differences were similar in both grades.

Table 3.10 - Religion Scale Item Data

Item	Grade 8		Grade 11	
	Females	Males	Females	Males
18	3.25	2.62	3.24	2.60
22	4.64	4.39	4.69	4.40
25	3.36	3.18	3.58	3.31
32	4.19	3.88	4.20	3.81
36	4.02	3.70	4.10	3.71
43	4.32	3.98	4.35	4.01
47	3.79	3.13	3.71	3.01
56	Item deleted			
Scale Total	27.57	24.88	27.87	24.85
Scale Average	3.94	3.55	3.98	3.55

A two-way analysis of variance indicated that gender differences were statistically significant but grade differences were not. There was no significant interaction between grade and gender; that is, gender differences were similar in both grades.

Table 3.11 - Aging Scale Item Data

Item	Grade 8 Females	Grade 8 Males	Grade 11 Females	Grade 11 Males
23	4.04	3.96	4.15	3.95
27	4.15	3.83	4.22	3.79
31	4.42	4.16	4.51	4.21
34	Item deleted			
38	3.50	3.19	3.32	3.14
41	3.61	3.35	3.35	3.19
44	Item deleted			
52	3.69	3.56	3.64	3.43
Scale Total	23.41	22.05	23.19	21.71
Scale Average	3.90	3.68	3.87	3.62

A two-way analysis of variance indicated that both gender differences and grade differences were statistically significant. There was no significant interaction between grade and gender; that is, gender differences were similar in both grades.

Table 3.12 - Averages for Self-Concept and Human Rights Scales

Scale	Grade 8 Females	Grade 8 Males	Grade 11 Females	Grade 11 Males
Self-Concept Scale Total	54.94	55.94	56.43	57.04
Self-Concept Scale Average	3.43	3.50	3.53	3.57
Human Rights Scale Total	144.89	130.28	145.28	129.78
Human Rights Scale Average	4.02	3.62	4.04	3.61

A two-way analysis of variance of the Self-Concept scale indicated that both gender differences and grade differences were statistically significant. There was no significant interaction between grade and gender; that is, gender differences were similar in both grades.

A similar analysis of the Human Rights scale indicated that the gender differences were significant but that the grade differences were not. Again, there was no significant interaction between grade and gender.

Percentage of Negative, Neutral and Positive Responses

Table 3.13 presents the percentage of negative, neutral and positive responses to each item on the survey by community, size, grade and gender. Although the average scores for the subscales on the survey (Table 3.1 to 3.4) indicate that students' attitudes are generally positive, the average scores for individual items (Tables 3.5 to 3.12) show that students expressed some very positive attitudes and also some negative attitudes in response to particular items on the survey. A more detailed analysis of the percentage of negative, neutral and positive responses to the survey items will help to identify specific positive attitudes that should be celebrated as well particular negative attitudes that need to be addressed. It may also highlight attitudes that might be open to change.

Community size was defined in terms of population, using the following limits: small—under 6,000, medium—between 6,000 and 600,000, and large—over 600,000. In Table 3.13 the survey items for each subscale have been grouped together.

To calculate the percentages of negative, neutral and positive responses, the items were adjusted so that a response of 5 would be most positive and a response of 1 would be most negative. Then the responses were combined so that a response of 1 or 2 was classified as negative, a response of 3 as neutral, and a response of 4 or 5 as positive.

The following observations are based on the responses of the students to the individual items. These observations are offered to help the reader examine the data provided in the following pages, but they are not exhaustive. The reader is encouraged to look for other patterns in the student responses.

General Observations

An examination of the responses to the 52 items reveals that, overall, students expressed positive attitudes toward themselves and others. Over 80 per cent of females in both grades expressed neutral or positive attitudes to 10 of the 16 Self-Esteem and Peer Relations items and 23 of the 36 Human Rights items.

While the overall findings regarding students' attitudes toward self and toward human rights are encouraging, an item-by-item analysis pinpoints a few areas of concern. The item-by-item responses are discussed below within their respective subscales.

Self-Esteem

- The most positive responses were to general statements about having confidence (1) and liking oneself (6). While the majority of students responded positively to the statement "I have something special to bring to this world" (2), a fairly large percentage responded in a neutral manner perhaps indicating that they are still unsure of their place in society.

- When more specific questions were asked, however, their responses revealed that many students, especially Grade 8 females, do not feel comfortable with their behaviors (3), how they look (4), who they are (5), and their capacity to

solve problems (15). Of note is the large percentage (37 per cent) of Grade 8 females who agreed that they often wished they were someone else (5).

Peer Relations

- In terms of the number and quality of friendships, the vast majority of students agreed that they have a lot of friends (8) and that they enjoy being with people their own age (16). On the other hand, even though they indicated that they have friends and enjoy being with them, a large number of students indicated that they often felt left out of things (7) and that they keep problems to themselves (9). Over 45 per cent of males agreed with this last statement (9).

- While 67.9 per cent of the Grade 8 females and 79.4 per cent of the Grade 11 females indicated that their friends often ask for help and advice (11), only 42.3 per cent of the Grade 8 males and 52.5 per cent of Grade 11 males agreed with this statement.

- A fairly large percentage (42.3) of Grade 8 females in large communities indicated that they keep problems to themselves (9) as compared to Grade 8 females in medium and small communities (30.4 per cent and 34.7 per cent respectively).

- Seventy-eight per cent of Grade 8 females in medium communities felt that they had a lot in common with people their own age (12) as compared to approximately 66 per cent of Grade 8 females in small and large communities.

- Over 25 per cent of males gave a negative response to the statement, "I like working with students who are different from me" (13). However, over 40 per cent of all students gave a neutral response to this statement. Possibly these students do not have personal experience of working with different students and therefore have no basis for forming an opinion.

Ethnicity

- The most positive responses given by both males and females were to the general statement regarding stereotyping (28) and rights (39) of people from other countries.

- The highest percentage of negative responses and the lowest percentage of positive responses for both males and females was to item 17; many students feel uncomfortable when people around them speak a different language.

- There was a large percentage of neutral responses to the statements "People who speak a different language should be encouraged to have their children learn that language" (50) and " I like working in a group where there are students whose culture is different from mine" (54). This response may be from students who have not had enough exposure to people from different cultures to form an opinion.

- There was a sizable difference between males' and females' responses to these three statements: "People from some countries and cultures should not be allowed to move to Canada" (35), "People entering Canada should be permitted to work only at jobs that others do not want" (48), and "I like working in a group where there are students whose culture is different from mine" (54). Females expressed more positive responses than males.

- Grade 11 males in large communities expressed more positive attitudes toward items 35, 39, 48, and 54 than Grade 11 males in small communities. Interestingly, 44 per cent of Grade 11 males in small communities gave a neutral response to item 54, "I like working in a group where there are students whose culture is different than mine", as compared to 35.9 per cent in the large communities. It may be that more students in the smaller communities have not had exposure to students from different cultures.

Gender

- There was an overwhelmingly positive response to items on gender by both males and females. Over 80 per cent of the females responded in a neutral or positive manner to each of the items.

- Over 20 per cent of male students responded negatively to two items on whether boys and girls should do the same chores around the house (30) or have the same kinds of jobs (42). Grade 11 males in smaller communities responded more negatively to these two questions than Grade 11 males in medium and large communities. Of note, too, was the fact that a smaller percentage of Grade 11 females than Grade 8 females responded positively to item 42.

Disabilities

- The majority of respondents agreed that students with disabilities should have the opportunity to attend regular schools (21), and that public buildings should have ramps for wheelchairs (26).

- Students did not agree with stereotypic statements regarding people with disabilities. Over 75 per cent of females and 60 per cent of males disagreed with the statements, "All mentally disabled people are pretty much alike" (49) and "People with disabilities should not expect to be as happy as others" (55).

- Approximately 20 per cent more females than males agreed that they can learn from people who are disabled (53).

- A larger percentage of Grade 8 females in small and medium communities thought that people who cannot read and write should be allowed to vote in government elections (45), as compared to Grade 8 females in large communities. Over 28 per cent of males thought that people who cannot read and write should not be allowed to vote in government elections.

- Approximately 30 per cent of males and 20 per cent of females indicated that they do not feel comfortable around people with physical disabilities (19).

- Approximately 35-40 per cent of students gave a neutral response to item 29, "Laws protecting disabled people have gone too far." Possibly, they did not have enough information to form an opinion.

Religion

- The vast majority of students responded positively to items 22, 36, and 43, which are general statements about religious freedom.

- Less than 50 per cent of students indicated that they like learning about different religions (18). This negative attitude was especially apparent among Grade 11 males in small communities.

- The majority of students did not agree with the statement that people should be punished by law if they treat someone unfairly because of their religion (25). Over 30 per cent of students responded neutrally to this question, with the exception of Grade 11 males in medium communities. Grade 11 males in medium communities had the lowest percentage of neutral responses (24.9) and the highest percentage of negative responses (28.9 per cent). The largest percentage of neutral responses (48.3) came from Grade 8 females in medium communities.

- In response to the statement, "I find it difficult to respect people from certain religions" (47), there was a large difference between males and females. Over twice as many males as females agreed (gave a negative response). Of concern is the large percentage (45.5 per cent) of Grade 11 males in small communities who agreed with this statement.

Aging

- A large percentage of students expressed positive attitudes toward the elderly in general (23, 27, 31). However, approximately 30 per cent of males responded negatively to more specific items which assessed attitudes towards the elderly working (38) or driving a car past the age of 65 (41).

- Less than 60 per cent of respondents agreed that the elderly should be given help to live independently (52). Approximately 30 per cent gave a neutral response to this statement.

- Of note was the large percentage (88.7 per cent) of Grade 11 females in small communities who agreed that they can learn a lot from elderly people (23).

Table 3.13 - Percentage of Negative, Neutral and Positive Responses for Each Item, by Community Size, Grade and Gender

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
Self-Esteem													
S1	Small	5.2	14.8	80.0	4.2	10.7	85.1	7.4	9.5	83.1	4.4	7.7	87.9
	Medium	7.5	16.8	75.7	4.4	12.4	83.2	6.0	12.3	81.7	7.2	11.2	81.6
	Large	6.8	17.4	75.8	4.0	10.8	85.3	8.6	10.6	80.8	4.2	9.2	86.6
	Total	6.4	16.4	77.2	4.1	11.1	84.7	7.6	10.5	81.9	5.0	9.0	86.0
S2	Small	10.4	34.7	54.9	13.8	27.9	58.3	5.6	27.0	67.4	6.7	29.3	64.0
	Medium	11.9	33.1	55.0	11.6	30.0	58.4	6.7	27.4	65.9	6.5	27.4	66.1
	Large	11.9	33.6	54.6	8.9	30.8	60.3	7.3	28.2	64.5	5.9	29.0	65.1
	Total	11.4	33.8	54.8	11.1	29.7	59.2	6.5	27.5	65.9	6.4	28.8	64.8
S3	Small	49.2	25.9	24.9	47.7	29.2	23.1	44.3	26.2	29.5	34.6	29.5	35.9
	Medium	57.5	23.2	19.3	43.1	27.6	29.3	46.8	28.2	25.0	38.3	26.7	35.0
	Large	56.1	22.0	21.9	47.9	25.0	27.0	44.1	24.2	31.7	34.2	29.0	36.8
	Total	54.1	23.6	22.3	46.7	27.0	26.4	44.7	25.7	29.6	35.3	28.7	36.0
S4	Small	55.0	20.6	24.4	33.2	24.4	42.4	55.0	19.4	25.6	33.2	23.4	43.4
	Medium	58.3	23.7	18.0	39.7	23.4	36.9	48.0	25.4	26.6	39.1	21.4	39.5
	Large	51.5	25.0	23.5	36.6	22.8	40.6	51.8	22.9	25.3	34.8	23.4	41.8
	Total	54.3	23.2	22.5	36.3	23.4	40.3	52.5	22.0	25.7	35.1	22.9	42.0
S5	Small	34.8	26.5	38.8	23.7	19.1	57.2	25.6	20.6	53.8	20.5	21.2	58.3
	Medium	38.1	25.4	36.6	27.3	17.6	55.1	29.8	24.2	46.0	22.0	18.4	59.6
	Large	38.2	21.8	40.0	27.1	23.1	49.8	25.5	26.4	48.2	17.7	19.6	62.6
	Total	37.0	24.2	38.8	26.1	20.5	53.4	26.4	23.7	50.0	19.9	20.0	60.1
S6	Small	6.9	24.0	69.2	6.6	11.0	82.3	4.7	17.0	78.4	4.0	11.4	84.6
	Medium	9.0	24.4	66.6	3.9	16.1	80.0	4.8	21.0	74.2	4.3	15.6	80.1
	Large	8.3	22.6	69.1	6.3	12.5	81.2	6.2	17.8	76.0	4.2	12.3	83.5
	Total	8.0	23.5	68.5	5.8	12.9	81.2	5.8	18.1	76.6	4.2	12.6	83.2

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Table 3.13 (Continued)

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
S14	Small	19.2	20.8	60.0	18.2	21.2	60.6	14.2	18.4	67.4	13.5	22.2	64.4
	Medium	13.5	21.9	64.6	17.4	22.9	59.7	10.3	21.0	68.7	9.7	19.9	70.4
	Large	16.6	21.5	61.9	16.6	21.1	62.3	12.6	16.8	70.5	9.2	21.0	69.8
	Total	16.7	21.4	61.9	17.3	21.6	61.1	12.6	18.3	69.0	11.1	21.2	67.6
S15	Small	26.8	35.6	35.6	21.6	32.6	45.8	23.1	25.4	51.5	12.7	22.9	64.4
	Medium	25.8	29.4	44.7	22.4	26.5	51.1	23.0	25.4	51.6	14.1	24.5	61.4
	Large	29.1	31.5	39.4	24.0	26.7	49.3	21.0	24.7	54.3	13.2	23.1	63.8
	Total	28.2	32.4	39.4	22.9	28.5	48.7	22.2	25.1	52.7	13.2	23.9	63.5
Peer Relationships													
P7	Small	37.4	25.1	37.6	32.5	27.6	39.9	35.4	20.8	43.8	26.6	29.7	43.7
	Medium	36.0	29.7	34.2	34.3	24.4	41.3	30.6	30.6	38.9	26.8	26.8	46.4
	Large	41.3	26.5	32.2	31.4	28.3	40.3	31.0	28.2	40.8	24.3	31.4	44.3
	Total	38.6	26.5	34.8	32.4	27.1	40.4	32.6	25.8	41.6	25.6	29.6	44.8
P8	Small	10.0	15.4	74.5	9.7	17.2	73.1	5.8	12.6	81.6	7.1	12.5	80.3
	Medium	7.8	16.2	76.0	8.0	18.8	73.2	5.6	11.9	82.5	8.3	13.8	77.9
	Large	6.4	18.3	75.3	8.7	15.0	76.4	6.2	17.0	76.8	9.0	14.2	76.9
	Total	7.9	16.9	75.2	8.8	16.8	74.5	5.9	14.3	79.8	8.0	13.4	78.6
P9	Small	34.7	23.4	42.0	45.0	28.3	26.8	37.7	20.0	42.3	48.4	24.2	27.3
	Medium	30.4	22.0	47.6	48.5	24.2	27.3	37.5	18.7	43.8	43.5	26.4	30.1
	Large	42.3	19.5	38.1	43.0	29.1	27.9	38.6	16.3	45.1	50.6	23.3	26.1
	Total	37.0	21.4	41.6	46.0	27.7	27.4	38.0	18.2	43.8	48.1	24.4	27.5
P10	Small	13.4	16.3	70.4	14.4	17.5	68.1	16.3	16.5	67.1	14.9	21.2	63.9
	Medium	12.3	16.5	71.2	14.3	17.9	67.8	13.9	16.3	69.8	17.0	19.2	63.8
	Large	15.2	19.0	65.8	14.8	18.8	66.4	17.4	17.4	65.3	19.4	20.1	60.5
	Total	13.6	17.5	68.8	14.5	18.2	67.2	16.3	16.8	66.9	16.9	20.4	62.7

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Table 3.13 (Continued)

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
P11	Small	9.4	21.9	68.8	24.9	33.9	41.1	6.6	15.4	78.0	19.3	29.5	51.3
	Medium	8.1	22.3	69.6	26.7	30.8	42.5	5.6	15.5	79.0	14.5	30.4	55.1
	Large	10.4	23.3	66.2	23.5	33.6	42.9	5.1	13.9	81.0	17.7	30.0	52.2
	Total	9.5	22.6	67.9	24.7	33.0	42.3	5.8	14.8	79.4	17.7	29.9	52.5
P12	Small	15.4	18.5	66.0	16.8	17.7	65.4	14.2	14.6	71.3	14.3	17.1	68.6
	Medium	9.6	12.3	78.0	15.7	16.6	67.7	14.7	17.9	67.5	15.2	19.9	64.9
	Large	14.6	18.9	66.5	16.3	20.0	63.7	16.5	18.6	62.9	13.9	19.3	66.7
	Total	13.7	17.2	69.0	16.3	18.4	65.2	16.1	16.9	67.0	14.4	18.5	67.1
P13	Small	14.0	45.0	41.0	34.6	39.8	25.6	12.6	43.6	43.8	26.1	48.6	25.3
	Medium	18.1	43.1	38.9	30.8	41.9	27.2	13.5	49.2	37.3	26.4	50.9	22.7
	Large	13.6	44.4	42.0	26.6	43.8	29.5	11.5	39.3	49.2	23.8	46.4	29.9
	Total	14.8	44.3	40.8	30.1	42.1	27.7	12.3	42.6	44.8	25.3	48.4	26.3
P16	Small	7.7	12.9	79.3	5.7	12.9	81.4	4.3	13.0	82.7	4.8	9.1	86.1
	Medium	7.2	9.3	83.5	7.2	12.1	80.7	8.3	8.3	83.3	5.8	13.7	80.5
	Large	6.5	9.1	84.4	7.2	11.7	81.1	7.7	14.4	77.9	4.9	9.4	85.6
	Total	7.1	10.4	82.5	6.7	12.2	81.1	6.5	12.7	80.8	5.1	10.2	84.7
Ethnicity													
E17	Small	26.2	30.3	43.5	34.8	28.7	36.5	27.0	29.3	43.7	36.9	29.3	31.8
	Medium	21.7	31.3	47.0	27.1	27.7	45.2	24.3	25.9	49.8	33.6	28.9	37.5
	Large	29.9	25.9	44.2	31.4	28.0	40.5	29.9	26.4	43.8	29.9	28.0	42.1
	Total	26.7	28.7	44.6	31.4	28.2	40.4	27.7	27.4	44.9	34.6	28.7	36.7
E28	Small	4.0	10.2	85.8	7.9	16.8	75.3	3.5	8.5	88.0	6.2	17.6	76.2
	Medium	3.0	11.1	85.9	11.3	19.6	69.1	3.2	9.6	87.3	7.2	16.6	76.2
	Large	4.7	16.7	78.6	13.2	18.4	68.4	4.6	12.3	83.2	8.0	20.2	71.8
	Total	4.1	13.2	82.7	11.1	18.8	70.7	3.9	10.2	85.8	7.1	18.8	74.7

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Table 3.13 (Continued)

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
E35	Small	7.7	15.9	76.4	23.2	22.8	54.0	10.1	27.4	62.5	34.7	26.4	38.9
	Medium	9.0	12.9	78.1	21.5	23.4	55.1	10.7	22.2	67.1	25.3	23.5	51.3
	Large	10.3	12.9	76.9	24.7	22.3	53.0	11.0	20.3	68.7	23.6	24.1	52.2
	Total	9.1	13.9	77.0	23.4	22.7	53.9	10.6	23.5	66.0	28.7	24.9	46.3
E39	Small	3.5	8.3	88.1	14.1	15.6	70.3	3.3	11.1	85.6	13.2	22.1	64.8
	Medium	1.8	6.0	92.2	13.1	15.8	71.1	4.0	8.4	87.6	16.7	15.6	67.6
	Large	3.9	7.7	88.4	11.4	16.0	72.6	4.9	10.3	84.8	11.4	13.8	74.8
	Total	3.0	7.5	89.2	12.6	15.8	71.5	4.1	10.2	85.7	13.4	17.7	68.9
E48	Small	5.6	14.8	79.5	20.9	18.0	61.1	6.8	21.8	71.4	21.7	25.9	52.4
	Medium	3.9	14.2	81.9	16.0	16.3	67.8	8.3	17.5	74.2	22.7	21.7	55.6
	Large	4.4	16.0	79.6	18.4	19.5	62.1	8.0	14.1	77.9	15.8	20.3	63.8
	Total	4.7	15.2	80.1	18.8	18.2	63.2	7.6	17.7	74.6	19.9	23.0	57.1
E50	Small	9.6	42.7	47.7	21.3	38.9	39.8	10.9	30.5	58.6	21.6	39.0	39.4
	Medium	8.7	42.5	48.8	19.7	36.3	44.0	8.7	41.3	50.0	19.9	36.2	43.8
	Large	13.9	34.9	51.1	20.9	32.2	46.9	10.1	32.4	57.6	19.0	32.6	48.3
	Total	11.3	39.3	49.4	20.7	35.3	44.0	10.1	33.4	56.5	20.3	36.2	43.5
E54	Small	5.9	26.7	67.4	22.0	38.5	39.6	3.3	27.1	69.5	19.8	44.0	36.2
	Medium	3.3	30.7	66.0	21.0	39.8	39.2	7.5	31.3	61.1	18.1	40.1	41.9
	Large	4.9	29.5	65.6	19.2	36.6	44.5	4.6	24.5	70.9	15.9	35.9	48.2
	Total	4.9	28.8	66.3	20.5	37.9	41.6	4.7	28.9	66.5	18.0	40.3	41.7
Gender													
G20	Small	6.9	11.1	82.0	15.6	22.4	62.1	8.4	9.7	81.9	17.6	22.6	59.8
	Medium	4.5	7.5	88.0	14.4	19.1	66.6	6.7	9.9	83.3	17.0	20.9	62.1
	Large	7.0	5.9	87.2	14.2	20.0	65.8	5.3	8.2	86.5	12.5	21.2	66.4
	Total	6.4	8.0	85.6	14.8	20.5	64.6	6.8	9.1	84.1	15.7	21.7	62.6

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Table 3.13 (Continued)

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
G24	Small	1.9	6.3	91.9	6.6	8.8	84.7	1.6	3.3	95.1	5.8	10.6	83.6
	Medium	2.7	3.9	93.4	8.6	8.8	82.6	1.6	4.0	94.4	9.1	6.5	84.4
	Large	2.8	4.1	93.2	8.2	10.0	81.8	2.6	2.4	95.1	4.7	6.8	88.5
	Total	2.5	4.8	92.8	7.8	9.3	82.9	2.0	3.0	96.0	6.2	8.4	85.5
G30	Small	16.9	18.2	64.9	27.4	23.9	48.7	12.0	17.7	70.3	26.4	22.0	51.5
	Medium	14.7	25.2	60.1	29.4	21.9	48.8	8.3	21.8	69.8	20.9	24.9	54.2
	Large	11.7	20.2	68.0	29.1	22.3	48.6	9.7	16.5	73.9	21.4	19.1	59.5
	Total	14.2	20.7	65.1	28.6	22.7	48.7	10.4	18.0	71.7	23.4	21.6	54.9
G33	Small	1.9	3.5	94.6	8.6	14.8	76.4	1.4	2.9	95.7	9.3	15.3	75.5
	Medium	2.4	3.0	94.6	8.0	16.6	75.3	1.2	1.6	97.2	10.5	14.8	74.7
	Large	2.4	5.9	91.7	11.7	16.2	72.0	2.0	3.7	94.3	8.2	17.4	74.4
	Total	2.2	4.4	93.3	9.8	15.9	74.2	1.6	2.8	95.4	9.2	15.9	74.9
G37	Small	2.7	3.5	93.8	11.0	5.9	83.1	1.9	1.2	96.9	6.4	9.5	84.2
	Medium	2.7	3.0	94.3	10.0	13.1	76.9	2.0	2.0	96.0	12.3	5.4	82.2
	Large	2.9	3.1	94.0	11.6	10.2	78.2	2.2	2.2	95.6	5.2	8.8	86.0
	Total	2.8	3.2	94.0	11.0	9.6	79.4	2.1	1.8	96.2	7.3	8.3	84.4
G42	Small	11.7	15.8	72.5	32.5	23.7	43.7	18.5	15.4	66.1	41.0	27.7	31.3
	Medium	12.0	12.0	75.9	30.9	25.1	43.9	18.7	15.1	66.3	31.4	27.8	40.8
	Large	11.9	14.2	73.9	35.9	25.5	38.6	18.1	15.0	66.8	33.1	29.8	37.1
	Total	11.9	14.2	73.9	33.6	24.9	41.5	18.4	15.2	66.5	36.1	28.4	35.5
G46	Small	4.0	2.7	93.3	6.4	7.3	86.4	2.1	1.4	96.5	6.4	6.8	86.8
	Medium	4.7	1.6	93.8	8.9	9.4	81.7	3.6	1.6	94.8	7.6	8.3	84.1
	Large	4.2	2.0	93.8	9.0	9.3	81.7	3.5	1.3	95.2	6.4	8.0	85.6
	Total	4.2	2.1	93.8	8.1	8.7	83.2	3.0	1.4	95.7	5.7	7.6	85.8

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Table 3.13 (Continued)

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
G51	Small	6.7	20.3	73.0	11.6	31.0	57.4	6.4	9.0	84.6	12.2	18.2	69.6
	Medium	6.0	18.1	75.9	13.9	25.5	60.7	7.2	7.2	85.7	14.1	16.6	69.3
	Large	6.9	18.8	74.3	17.5	24.8	57.6	4.4	8.8	86.8	10.0	17.8	72.2
	Total	6.6	19.1	74.2	14.6	26.9	58.6	5.7	8.6	85.7	11.9	17.7	70.5
Disabilities													
D19	Small	21.1	34.4	44.5	35.0	33.0	31.9	19.6	30.2	50.2	31.1	36.1	32.8
	Medium	20.8	34.9	44.3	31.7	32.5	35.8	21.1	34.3	44.6	26.4	33.2	40.4
	Large	22.0	35.6	42.4	32.5	37.0	30.5	17.4	29.1	53.5	32.0	31.3	36.7
	Total	21.4	35.0	43.5	33.1	34.6	32.3	19.0	30.5	50.5	30.3	33.8	35.9
D21	Small	10.0	14.4	75.6	15.1	17.5	67.4	5.8	12.4	81.7	11.8	22.0	66.3
	Medium	8.1	12.6	79.3	19.1	17.5	63.4	6.7	9.5	83.7	13.7	17.3	69.0
	Large	8.1	15.8	76.1	13.4	17.5	69.1	7.1	9.3	83.5	10.1	15.3	74.6
	Total	8.8	14.6	76.7	15.3	17.5	67.2	6.5	10.8	82.6	11.6	18.6	69.8
D26	Small	3.5	12.5	84.0	9.4	16.6	74.0	1.2	6.6	92.2	5.6	17.2	77.2
	Medium	2.7	11.7	85.6	11.4	23.0	65.7	2.4	8.7	88.9	9.0	19.1	71.8
	Large	1.6	16.1	82.2	9.7	20.8	69.4	2.7	8.0	89.2	6.1	13.4	80.5
	Total	2.5	13.9	83.6	10.0	20.1	69.9	2.1	7.5	90.3	6.6	16.3	77.1
D29	Small	5.7	44.7	49.7	14.9	40.8	44.3	2.5	36.9	60.6	8.0	43.3	48.7
	Medium	6.6	44.4	48.9	20.6	40.1	39.3	5.2	30.2	64.7	10.8	39.4	49.8
	Large	7.7	39.8	52.5	18.2	39.1	42.7	4.4	35.1	60.5	8.7	37.6	53.6
	Total	6.8	42.5	50.7	17.8	39.9	42.3	3.8	34.9	61.3	8.9	40.4	50.7
D45	Small	10.3	31.0	58.8	23.3	27.5	49.1	15.4	27.9	56.6	25.9	27.5	46.6
	Medium	12.7	29.0	58.3	30.0	24.7	45.3	16.7	31.3	52.0	32.1	27.8	40.1
	Large	16.8	33.0	50.2	32.2	25.5	42.3	18.1	29.9	52.0	28.2	28.7	43.1
	Total	13.7	31.4	55.0	28.9	25.0	46.1	16.8	29.4	53.8	28.1	28.0	43.9

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Table 3.13 (Continued)

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
D49	Small	5.0	16.5	78.5	15.8	20.2	64.0	4.5	11.1	84.4	10.9	22.3	66.9
	Medium	5.4	15.4	79.2	15.2	22.9	61.9	4.4	17.5	78.2	13.8	20.7	65.6
	Large	8.7	19.7	71.6	15.7	25.2	59.2	4.9	12.5	82.6	10.9	25.7	63.4
	Total	6.7	17.6	75.7	15.6	23.1	61.3	4.6	12.9	82.5	11.5	23.1	65.4
D53	Small	6.9	19.8	73.3	16.7	30.6	52.6	4.5	19.3	76.2	12.6	32.5	54.9
	Medium	7.6	21.1	71.3	20.8	28.5	50.7	6.0	22.3	71.7	17.4	31.2	51.4
	Large	6.4	23.4	70.2	17.6	29.5	52.9	4.0	17.8	78.2	13.0	24.9	62.1
	Total	6.9	21.6	71.5	18.1	29.6	52.3	4.6	19.3	76.2	13.8	29.5	56.6
D55	Small	6.3	13.0	80.7	14.3	26.6	59.1	4.1	7.8	88.1	8.7	24.6	66.7
	Medium	4.6	13.1	82.4	17.3	19.2	63.5	3.6	8.7	87.7	10.9	19.6	69.6
	Large	5.2	15.9	78.9	14.8	22.7	62.5	6.2	9.3	84.4	8.3	18.5	73.2
	Total	5.4	14.3	80.3	15.2	23.1	61.7	4.9	8.5	86.6	9.1	21.4	69.6
Religion													
R18	Small	23.6	35.3	41.1	49.3	30.7	20.0	26.2	30.1	43.7	53.2	25.4	21.4
	Medium	23.4	36.3	40.2	51.4	30.4	18.2	27.4	29.8	42.9	43.0	31.0	26.0
	Large	18.2	35.0	46.7	39.1	30.0	30.9	21.4	28.0	50.5	40.5	33.2	26.4
	Total	21.2	35.4	43.5	45.3	30.3	24.4	24.4	29.2	46.4	46.4	29.4	24.2
R22	Small	2.1	1.7	96.3	2.8	7.2	89.9	0.0	3.7	96.3	3.3	5.8	90.9
	Medium	1.8	1.2	97.0	5.8	7.7	86.5	1.2	2.0	96.8	6.9	10.1	83.0
	Large	2.3	5.0	92.7	5.4	8.2	86.4	2.6	2.2	95.2	3.5	4.5	92.0
	Total	2.1	3.0	94.9	4.7	7.8	87.5	1.8	2.7	96.0	4.2	6.3	89.5
R25	Small	16.7	42.3	41.0	25.4	39.8	34.8	13.1	33.1	53.8	19.9	38.0	42.1
	Medium	15.7	48.3	36.0	23.3	33.6	43.1	11.9	34.1	54.0	28.9	24.9	46.2
	Large	18.4	40.5	41.1	28.2	32.9	38.9	13.3	36.0	50.6	21.3	31.7	47.0
	Total	17.2	42.9	39.9	26.1	35.2	38.7	13.0	34.6	52.5	22.4	32.8	44.7

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Table 3.13 (Continued)

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
R32	Small	4.8	11.7	83.5	8.6	20.2	71.5	4.9	9.9	85.2	8.2	24.7	67.2
	Medium	3.9	15.1	81.0	11.6	22.3	66.1	4.0	11.5	84.5	12.3	17.7	70.0
	Large	6.0	18.6	75.4	12.3	24.3	63.3	4.6	15.2	80.2	9.4	22.6	68.0
	Total	5.1	15.4	79.4	11.0	22.5	66.6	4.6	12.4	83.0	9.5	22.4	68.1
R36	Small	6.7	18.8	74.5	9.9	27.5	62.6	5.1	17.2	77.8	11.6	28.8	59.6
	Medium	6.0	21.3	72.7	11.7	29.8	58.5	5.2	19.1	75.7	12.3	26.8	60.9
	Large	6.9	18.3	74.9	12.1	28.6	59.4	4.4	16.3	79.3	6.4	23.0	70.6
	Total	6.6	19.2	74.2	11.3	28.6	60.1	4.6	17.2	78.0	10.0	26.8	63.7
R43	Small	3.1	10.8	86.0	7.7	15.0	77.3	1.9	5.1	93.0	4.8	12.8	82.4
	Medium	2.7	6.0	91.3	10.2	13.8	76.0	3.6	6.3	90.1	10.1	9.0	80.9
	Large	3.6	9.4	87.0	9.3	14.3	76.4	2.9	4.6	92.5	6.6	8.5	84.9
	Total	3.2	9.1	87.7	9.0	14.4	76.6	2.7	5.1	92.2	8.7	10.4	82.9
R47	Small	14.6	25.5	59.8	29.3	33.3	37.4	17.7	18.9	63.4	45.5	26.7	27.9
	Medium	11.4	19.6	69.0	30.6	28.9	40.6	16.7	20.3	62.9	36.1	21.7	42.2
	Large	13.4	22.9	63.7	31.6	30.9	37.5	17.1	20.6	62.3	31.9	25.8	42.3
	Total	13.4	23.0	63.6	30.6	31.1	38.2	17.3	19.9	62.8	38.6	25.2	36.2
Aging													
A23	Small	3.5	15.8	80.6	7.2	15.3	77.5	1.4	9.9	88.7	5.2	15.4	79.4
	Medium	4.2	21.5	74.3	8.3	20.8	70.8	2.0	15.9	82.1	8.7	18.1	73.3
	Large	3.9	20.0	76.1	9.1	16.6	74.3	2.7	16.5	80.8	5.4	18.4	76.2
	Total	3.9	18.9	77.2	8.3	17.2	74.4	2.1	13.8	84.2	6.1	17.0	76.9
A27	Small	5.0	15.2	79.8	10.1	27.6	62.3	2.9	12.8	84.3	9.1	22.4	68.6
	Medium	3.6	16.0	80.4	11.6	23.5	64.9	3.2	12.4	84.5	10.1	26.0	63.9
	Large	5.1	18.9	76.0	12.3	19.4	68.4	3.5	13.2	83.4	6.6	27.0	66.4
	Total	4.7	17.0	78.3	11.4	23.0	65.6	3.2	12.9	83.9	8.4	24.8	66.8

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Table 3.13 (Continued)

Item	Size	Grade 8 Females			Grade 8 Males			Grade 11 Females			Grade 11 Males		
		Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive	Negative	Neutral	Positive
A31	Small	2.5	5.2	92.3	5.3	11.6	83.1	0.8	3.5	95.7	3.5	8.5	88.1
	Medium	4.2	5.7	90.1	7.8	11.4	80.9	2.4	4.8	92.9	6.9	8.3	84.8
	Large	4.1	6.4	89.6	8.0	11.0	81.0	2.4	5.1	92.5	4.2	9.9	85.8
	Total	3.6	5.8	90.6	7.1	11.3	81.6	1.8	4.4	93.8	4.5	8.9	86.6
A38	Small	16.1	33.7	50.2	26.9	27.8	45.4	21.6	33.7	44.7	29.9	28.6	41.5
	Medium	14.1	34.2	51.7	28.9	26.4	44.7	22.3	32.7	45.0	29.0	28.6	42.4
	Large	15.1	35.0	49.8	31.5	30.3	38.2	17.4	37.9	44.7	28.0	29.9	42.0
	Total	15.2	34.4	50.4	29.4	28.5	42.0	20.0	35.2	44.8	29.1	29.1	41.9
A41	Small	17.1	28.6	54.3	27.9	22.6	49.6	24.7	26.5	48.8	31.1	24.4	44.5
	Medium	17.1	29.1	53.8	31.1	21.5	47.4	22.2	33.7	44.0	29.2	27.8	43.0
	Large	18.5	27.0	54.5	28.7	23.6	47.6	22.7	28.3	49.0	32.7	25.1	42.2
	Total	17.7	28.0	54.2	29.1	22.8	48.2	23.4	29.5	47.0	31.3	25.4	43.3
A52	Small	12.6	35.4	52.0	16.7	32.8	50.4	12.6	31.7	55.6	15.1	36.6	48.3
	Medium	8.1	33.1	58.7	15.5	28.5	56.1	11.5	27.8	60.7	18.5	35.3	46.2
	Large	10.5	28.1	61.4	14.2	30.2	55.6	11.3	28.5	60.1	15.4	31.5	53.1
	Total	10.6	31.7	57.6	15.3	30.6	54.1	11.9	29.6	58.5	16.0	34.5	49.5

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SECTION 4

SUMMARY OF STUDENTS' COMMENTS

Procedures

When the survey materials were returned, comment sheets in the students' booklets were removed, if they contained entries. The school number of origin was placed on each of these sheets.

Each comment was then placed in one of nine broad categories according to topic, and then in a subdivision based on more specific views expressed. The broad categories and subgroups are given below, along with the number of responses tallied from each grade.

About two dozen sheets were not identified by school. Because the students' grade level could not be determined, these comments were placed in a "No grade" category and were totaled along with the figures for Grade 8 and Grade 11.

Some sheets contained several comments. In these cases, the statements were separated and tabulated in their respective categories.

When sheets contained long lists of opinions on various subjects, they were placed in a separate category of general comments.

Every effort was made to ensure that all comments were allocated to appropriate categories. Placements were verified by several observers.

Results

In all, 694 comments were classified, of which 460 were written by Grade 8 students, 172 by Grade 11 students, and 62 by students who could not be identified by grade.

In the summary below, each subcategory includes a sample statement, edited for brevity and clarity and to remove errors in language that might distract readers.

1. *Myself and my lifestyle*

   a. Positive statement about the student's life and lifestyle: "I feel good about myself and others."
      Grade 8 – 14 responses
      Grade 11 – 4 responses

   b. Statement that identifies one or more problems: "Some people do not understand me. I have different ideas."
      Grade 8 – 15 responses
      Grade 11 – 2 responses

c. Positive philosophical statement: "You can't measure friends in numbers but in how much you value them."

Grade 8 – 7 responses
Grade 11 – 2 responses
No grade – 2 responses

d. Negative philosophical statement: "Kids in this society have no real choices."

Grade 8 – 7 responses
Grade 11 – 2 responses
No grade – 1 response

e. Positive statement, but with reservations: "I am confident . . . but sometimes I'm shy."

Grade 8 – 7 responses
Grade 11 – 2 responses

2. *People of other cultures and languages*

a. Emotional statement reflecting intolerance: "People who move to Canada should leave their culture where they came from."

Grade 8 – 16 responses
Grade 11 – 17 responses
No grade – 1 response

b. Statement of acceptance of other cultures and races: "All minorities and religious groups should have the same rights as everyone else."

Grade 8 – 19 responses
Grade 11 – 8 responses

c. Statement that immigrants should be subject to more restrictions: "I think that immigration should stop."

Grade 8 – 9 responses
Grade 11 – 3 responses
No grade – 1 response

d. Negative statement with reasons: "In a school where Sikhs have their kirpans someone might get hurt."

Grade 8 – 3 responses
Grade 11 – 3 responses
No grade – 1 response

e. Statement that everyone should be encouraged or required to learn English: "Everyone in Canada should know English."

Grade 8 – 3 responses
Grade 11 – 1 response

f. Statement about discomfort felt when a foreign language is spoken: "They might be talking about me."

Grade 8 – 1 response
Grade 11 – 2 responses
No grade – 1 response

g. Statement that children should learn the language of their parents: "People should learn the language of their parents (or grandparents)."

Grade 8 – 2 responses
Grade 11 – 0 response

3. *Gender*

a. Statement that sexes are essentially equal: "Men and women who do the same job should be paid the same."

Grade 8 – 23 responses
Grade 11 – 1 response
No grade – 6 responses

b. Pro-female or anti-male statement: "Women can do the same things men can do, only better."

Grade 8 – 19 responses
Grade 11 – 4 responses

c. Pro-male or anti-female statement: "Women shouldn't get paid as much as men even if they are doing the same job because men are stronger and so do more work."

Grade 8 – 4 responses
Grade 11 – 3 responses

d. Statement that the sexes are different: "Men and women are equal to some extent."

Grade 8 – 4 responses
Grade 11 – 3 responses

4. *Disabled People*

a. Statement that disabled people should have the same rights as others: "The disabled have feelings, too, and they should have the same rights."

Grade 8 – 14 responses
Grade 11 – 3 responses

b. Generally positive statement about disabled people: "Handicapped people should be where THEY want to be, not where the government wants them to be."

Grade 8 – 8 responses
Grade 11 – 4 responses
No grade – 2 responses

c. Statement that student feels uncomfortable around disabled people: "I'm not sure what to say or do around disabled people."

Grade 8 – 6 responses
Grade 11 – 0 response
No grade – 3 responses

d. Generally negative statement about the disabled: "I don't like disabled people in my school."

Grade 8 – 5 responses
Grade 11 – 0 response
No grade – 2 responses

e. Statement that disabled people should have the same rights as others, with reservations: "We should admit physically disabled people to regular schools but not mentally disabled people as they might hold the class back."

Grade 8 – 2 responses
Grade 11 – 3 responses

5. Religion and religious practices

a. Statement that other religions, including witchcraft, are acceptable if people are not hurt: "A religion must stop at the point where it becomes injurious for those outside the religion."

Grade 8 – 8 responses
Grade 11 – 9 responses
No grade – 4 responses

b. Statement that the practice of any religion is acceptable: "I feel that all people have a right to their own religion."

Grade 8 – 10 responses
Grade 11 – 2 responses
No grade – 1 response

c. Statement that some religions and religious practices are evil and should be outlawed: "Sorcery, witchcraft, and satanism are evil and should be totally against the law."

Grade 8 – 4 responses
Grade 11 – 4 responses
No grade – 1 response

d. Statement that people should not press their religion on others: "People should be able to practice their own religion, but they should not push it on others."

Grade 8 – 4 responses
Grade 11 – 2 responses

e. Statement that satanism is acceptable: "Satanism is no worse than other beliefs."

Grade 8 – 3 responses
Grade 11 – 1 response

6. *Elderly people*

a. Positive statement about elderly people: "People who are working should retire when they feel like it, not at a time set by government."

Grade 8 – 16 responses
Grade 11 – 3 responses
No grade – 2 responses

b. Positive statement about the elderly, with some qualifications: "Old people have the right to work, but sometimes there are young people better qualified."

Grade 8 – 10 responses
Grade 11 – 4 responses
No grade – 1 respons

c. Negative statement about elderly people: "I think that people should not drive cars after age 65."

Grade 8 – 1 response
Grade 11 – 5 responses
No grade – 1 response

7. *General statements or lists, often lengthy*

a. Generally positive statements about human rights: "All people should be entitled to the same rights. It's cool!"

Grade 8 – 54 responses
Grade 11 – 21 responses
No grade – 9 responses

b. Contradictory views: "I think that everyone, no matter what, should have all of the same rights. I also think that if someone belongs to a racist group (KKK), he should not be able to have any power in today's society such as government, police, etc."

Grade 8 – 10 responses
Grade 11 – 10 responses

8. *Comments not relevant to the content of the survey*

a. Complaints about the survey and about society in general, or comments on assorted topics: "This was very BORING." "I don't like the GST." "I feel this survey was a good idea and there should be more like it."

Grade 8 – 151 responses
Grade 11 – 43 responses
No grade – 22 responses

SECTION 5

DECILE NORMS FOR SCHOOLS, BASED ON THE STUDENT SURVEY

Interpreting Decile Norms

Decile norms were used to analyse the survey data further. Decile norms were selected over percentile norms because the number of schools was relatively small.

Decile norms show where the average for every school fits into the distribution of average scores for all the schools that took part in the survey. Each decile contains 10 per cent of all the average scores recorded. Decile 1 contains the lowest 10 per cent of the average scores, and Decile 10 contains the highest 10 per cent. Opposite each decile is the range of average scores for that decile. For example, in Table 5.1, for Decile 4, Grade 8 Self-Esteem, the range of scores is 26.65 – 27.06. There were 63 schools involving Grade 8 students in this study; therefore six schools (one-tenth of the total group) have average scores ranging from a low of 26.65 to a high of 27.06.

In absolute terms, the range of scores was actually quite small for each decile value, because average scores for classes as a whole do not vary a great deal. Therefore, even a numerically small difference in average score for different classes might reflect distinctly different expressions of attitude to some aspect of human rights.

The range of scores refers to the spread of scores, or the listing of scores from low to high (or high to low). All subscales originally contained eight items and the responses were given scores from 1 to 5. The range of raw scores for each scale, therefore, was intended to be 8 (8 x 1) to 40 (8 x 5). A "neutral" attitude (a response of "Neither Agree nor Disagree" to each item) would yield a score of 24 (8 x 3). A score BELOW 24, then, would signify a negative response and a score ABOVE 24 a positive response. These figures hold true for four of the scales: Self-Esteem, Peer Relationships, Gender, and Disabilities. One item was dropped from each of the Ethnicity and Religion scales, and two items from the Aging scale. For all scales, the lowest and highest possible scores and the "neutral" scores are shown in separate tables below each of the main tables (Table 1A, Table 2A, etc.)

Decile norms yield relative scores. This means that the norm score depends on the group. For example, to take the norms for Self-Esteem, a school with an average score of 27.41 would be very near the middle of the whole group of schools because the score of 27.41 is at the top of Decile 5. At the top of Decile 5, half the scores (deciles 6 to 10) are higher, and the other half (deciles 1 to 5) are lower. An average near the middle of the Decile 5 range (say 27.24) would have about 45 per cent of the scores below that value.

Effects of Variation in School Enrollments

The size of a school might be a major factor in determining its position in the table of norms. Some classes in Grade 8 and Grade 11 had fewer than 10 students, while others had more than 100 students. The group of schools with the lowest averages might be expected to consist mainly of small schools because the averages for this group are less stable than the values for the large schools. The same is true for the group of schools with the highest averages. One high scoring student in a small group could cause a substantial shift in the average, as could one low scoring student. The result would be that a school could be among the very high or very low scores.

The likelihood of this happening was investigated. There was some tendency for the small schools to be among the low and high scoring groups; however, the large schools were also well represented. Half the schools with Grade 8 students had fewer than 30 students. Ideally, therefore, half the schools in any decile range should be those with fewer than 30 students.

With regard to the Human Rights scale for Grade 8, the bottom decile containing six schools had three schools with fewer than 30 students and three with more than 30. Similarly, in the top decile, there were four small schools and two large ones. The middle group of six schools contained three small and three large schools.

For the Grade 11 group, the effect of size was slightly more pronounced. Of the seven schools in the bottom decile, five were small and two were large. For the Grade 11 group, half the schools had fewer than 23 students, and the other half had 23 or more students. The middle group consisted of five large schools and two small ones, and the top group consisted of one large school and six small ones.

In light of these data, it was concluded that the distortion in the norms caused by size of class was not significant; however, this effect might be remembered when judging means for very small or very large schools.

Table 5.1 - Score Range for Each Decile on the **Self-Esteem** and **Peer Relationships** Scales

Decile	Grade 8 (N = 63 schools) Self-Esteem	Peer Relationships	Grade 11 (N = 71 schools) Self-Esteem	Peer Relationships
1	<25.36	<26.73	<25.75	<26.78
2	25.36 - 26.09	26.73 - 27.13	25.75 - 26.96	26.78 - 27.39
3	26.10 - 26.64	27.14 - 27.57	26.97 - 27.51	27.40 - 27.71
4	26.65 - 27.06	27.58 - 27.76	27.52 - 27.91	27.72 - 28.02
5	27.07 - 27.41	27.77 - 28.02	27.92 - 28.35	28.03 - 28.40
6	27.42 - 27.58	28.03 - 28.20	28.36 - 28.49	28.41 - 28.64
7	27.59 - 28.12	28.21 - 28.58	28.50 - 28.71	28.65 - 28.99
8	28.13 - 28.60	28.59 - 28.93	28.72 - 29.04	29.00 - 29.24
9	28.61 - 29.31	28.94 - 29.25	29.05 - 29.93	29.25 - 29.74
10	>29.31	>29.25	>29.93	>29.74

Table 5.1A - Notable Scores for Table 5.1

Scale	Attained Scores: Minimum Gr. 8	Minimum Gr. 11	Maximum Gr. 8	Maximum Gr. 11	Score Guidelines: Minimum Possible	"Neutral" Score	Maximum Possible
Self-Esteem	20.86	24.79	31.60	33.00	8	24	40
Peer Relationships	22.71	25.59	32.17	31.00	8	24	40

Table 5.2 - Score Range for Each Decile on the **Ethnicity** and **Gender** Scales

Decile	Grade 8 (N = 63 schools) Ethnicity	Gender	Grade 11 (N = 71 schools) Ethnicity	Gender
1	<24.01	<30.73	<23.79	<29.50
2	24.01 - 25.05	30.73 - 31.89	23.79 - 24.38	29.50 - 31.01
3	25.06 - 25.40	31.90 - 32.20	24.39 - 24.71	31.02 - 32.13
4	25.41 - 25.81	32.21 - 32.63	24.72 - 24.97	32.14 - 32.63
5	25.82 - 26.09	32.64 - 32.83	24.98 - 25.48	32.64 - 33.20
6	26.10 - 26.21	32.84 - 33.24	25.49 - 25.89	33.21 - 33.42
7	26.22 - 26.46	33.25 - 33.69	25.90 - 26.37	33.43 - 33.73
8	26.47 - 27.16	33.70 - 33.97	26.38 - 26.81	33.74 - 33.99
9	27.17 - 27.59	33.98 - 34.34	26.82 - 27.48	34.00 - 34.49
10	>27.59	>34.34	>27.48	>34.49

Table 5.2A - Notable Scores for Table 5.2

Scale	Attained Scores Minimum Gr. 8	Minimum Gr. 11	Maximum Gr. 8	Maximum Gr. 11	Score Guidelines Minimum Possible	"Neutral" Score	Maximum Possible
Ethnicity	16.00	19.39	29.50	29.58	7	21	35
Gender	26.00	27.38	36.50	36.30	8	24	40

Table 5.3 - Score Range for Each Decile on the **Disabilities** and **Religion** Scales

Decile	Grade 8 (N = 63 schools) Disabilities	Religion	Grade 11 (N = 71 schools) Disabilities	Religion
1	<27.70	<24.87	<27.90	<24.36
2	27.70 - 28.35	24.87 - 25.52	27.90 - 29.22	24.36 - 25.19
3	28.36 - 28.92	25.53 - 25.63	29.23 - 29.76	25.20 - 25.64
4	28.93 - 29.13	25.64 - 25.78	29.77 - 30.08	25.65 - 26.00
5	29.14 - 29.47	25.79 - 26.19	30.09 - 30.40	26.01 - 26.27
6	29.48 - 29.98	26.20 - 26.39	30.41 - 30.72	26.28 - 26.49
7	29.99 - 30.43	26.40 - 26.71	30.73 - 31.11	26.50 - 26.94
8	30.44 - 30.86	26.72 - 26.86	31.12 - 31.44	26.95 - 27.50
9	30.87 - 31.63	26.87 - 27.91	31.45 - 32.00	27.51 - 28.32
10	>31.63	>27.91	>32.00	>28.32

Table 5.3A - Notable Scores for Table 5.3

Scale	Attained Scores Minimum Gr. 8	Minimum Gr. 11	Maximum Gr. 8	Maximum Gr. 11	Score Guidelines Minimum Possible	"Neutral" Score	Maximum Possible
Disabilities	24.80	26.25	35.00	34.67	8	24	40
Religion	23.00	22.37	29.14	29.67	7	21	35

Table 5.4 - Score Range for Each Decile on the **Aging** Scale and **All Scales** Combined

Decile	Grade 8 (N = 63 schools) Aging	All Scales	Grade 11 (N = 71 schools) Aging	All Scales
1	<21.91	<185.31	<21.37	<184.57
2	21.91 - 22.13	185.31 - 188.12	21.37 - 21.79	184.57 - 188.30
3	22.14 - 22.35	188.13 - 189.84	21.80 - 21.97	188.31 - 191.30
4	22.36 - 22.60	189.85 - 190.90	21.98 - 22.23	191.31 - 192.35
5	22.61 - 22.77	190.91 - 192.37	22.24 - 22.39	192.36 - 194.43
6	22.78 - 23.02	192.38 - 193.96	22.40 - 22.72	194.44 - 196.21
7	23.03 - 23.20	193.97 - 194.78	22.73 - 22.91	196.22 - 197.48
8	23.21 - 23.36	194.79 - 197.17	22.92 - 23.19	197.49 - 198.66
9	23.37 - 24.50	197.18 - 201.16	23.20 - 23.93	198.67 - 201.34
10	>24.50	>201.16	>23.93	>201.34

Table 5.4A - Notable Scores for Table 5.4

Scale	Attained Scores: Minimum Gr. 8	Minimum Gr. 11	Maximum Gr. 8	Maximum Gr. 11	Score Guidelines: Minimum Possible	"Neutral" Score	Maximum Possible
Aging	19.00	20.44	26.00	26.67	6	18	30
All Scales	177.9	170.4	212.2	213.0	52	156	260

Table 5.5 - Score Range for Each Decile on the **Self-Concept** and **Human Rights** Scales

Decile	Grade 8 (N = 63 schools) Self-Concept	Grade 8 (N = 63 schools) Human Rights	Grade 11 (N = 71 schools) Self-Concept	Grade 11 (N = 71 schools) Human Rights
1	<52.52	<130.60	<52.27	<130.19
2	52.52 - 53.25	130.60 - 133.63	52.27 - 54.44	130.19 - 132.01
3	53.26 - 54.36	133.64 - 134.94	54.45 - 55.42	132.02 - 134.73
4	54.37 - 54.90	134.95 - 136.17	55.43 - 56.24	134.74 - 136.79
5	54.91 - 55.59	136.18 - 137.13	56.25 - 56.72	136.80 - 137.72
6	55.60 - 55.96	137.14 - 138.16	56.73 - 57.07	137.73 - 139.05
7	55.97 - 56.50	138.17 - 140.01	57.08 - 57.61	139.06 - 140.68
8	56.51 - 57.32	140.02 - 141.31	57.62 - 58.17	140.69 - 141.98
9	57.33 - 58.16	141.32 - 144.56	58.18 - 58.01	141.99 - 144.08
10	>58.16	>144.56	>58.01	>144.08

The **Self-Concept** scale consists of the **Self-Esteem** and the **Peer Relationships** scales combined.
The **Human Rights** scale is a combination of **Ethnicity, Gender, Disabilities, Religion, and Aging.**

Table 5.5A - Notable Scores for Table 5.5

Scale	Attained Scores: Minimum Gr. 8	Attained Scores: Minimum Gr. 11	Attained Scores: Maximum Gr. 8	Attained Scores: Maximum Gr. 11	Score Guidelines: Minimum Possible	Score Guidelines: "Neutral" Score	Score Guidelines: Maximum Possible
Self-Concept	43.47	50.40	61.50	64.00	16	48	80
Human Rights	126.5	117.4	150.7	149.0	36	108	180

SECTION 6

INTERPRETING DATA FROM TEACHERS' AND PRINCIPALS' SURVEYS

Table 6.1 gives data on each of the survey items for teachers and principals. These two surveys contained almost identical items. Comparisons of average scores for the two groups, therefore, show how views of teachers and of principals differ.

Subscale 1 (items 1 to 6) gives an indication of the attention given to special needs groups. The averages of the responses were computed after omitting all responses in category 6, "Does not apply." This procedure substantially reduced the number of responses being processed for some of the questions.

Subscale 2 (items 7 to 12) shows the degree to which teachers and principals believe Self-Concept and Human Rights were promoted in their schools. Here, again, responses in category 6 were treated as missing data. There were only a few missing responses in this scale.

Subscale 3 (items 13 to 18) shows how satisfied teachers and principals were with students' attitudes toward Self-Concept and Human Rights.

Subscale 4 (items 19 to 25) indicates the degree of satisfaction expressed by teachers and principals toward available educational resources promoting Self-concept and Human Rights among students.

Subscale 5 (items 26 to 32) shows how satisfied teachers and principals were with the local support they receive for promoting positive self-concepts and positive attitudes toward human rights in their students.

The remaining items were not grouped together because no meaningful subscale would be formed.

For items 1 to 38, correlations between responses entered by teachers and principals in the same school are shown. These figures indicate the degree to which these two groups agreed on where their schools should be ranked in the total distribution. Note: In cases where the averages are high (approaching the maximum possible of 5.00), the correlations will naturally be depressed.

Table 6.1 also shows the statistical significance of the difference between the average response of the teachers and of the principals for each item.

Table 6.1 - Analysis of Responses to Items in Teachers' and Principals' Surveys

Item	Number of Teachers	Number of Principals	Averages Teachers	Averages Principals	Teacher-Principal Correlation	Significance of Diff. Between Averages
1	159	108	3.29	3.82	.19	.01
2	165	108	2.95	2.91	.22	Not signif.
3	94	82	2.81	3.59	.17	.01
4	110	75	3.02	3.49	.21	.01
5	91	64	3.23	3.56	.20	Not signif.
6	102	63	3.30	3.48	.12	Not signif.
7	183	111	4.50	4.29	.10	.05
8	183	109	4.54	4.43	-.06	Not signif.
9	182	107	4.39	4.06	.02	.01
10	181	110	4.55	4.19	.11	.01
11	162	102	4.32	4.35	.02	Not signif.
12	175	104	4.09	3.85	.22	Not signif.
13	184	110	3.54	3.56	.07	Not signif.
14	183	110	3.81	3.78	.09	Not signif.
15	182	109	3.29	3.69	.25	.01
16	183	109	3.51	3.80	.13	.01
17	179	105	3.62	4.00	.20	.01
18	181	107	3.52	3.84	.06	.01
19	181	109	3.56	3.68	.15	Not signif.
20	181	110	3.62	3.69	.19	Not signif.
21	180	110	3.28	3.35	-.04	Not signif.
22	181	110	3.31	3.44	.12	Not signif.
23	178	108	3.38	3.45	.03	Not signif.
24	178	109	3.25	3.41	.21	Not signif.
25	181	108	3.27	3.33	.23	Not signif.
26	182	110	3.09	3.48	.08	.01
27	182	110	3.83	4.22	-.07	.01
28	183	110	3.51	3.77	-.08	.01

Table 6.1 - Analysis of Responses to Items in Teachers' and Principals' Surveys (Cont'd)

Item	Number of Teachers	Number of Principals	Averages Teachers	Averages Principals	Teacher-Principal Correlation	Significance of Diff. Between Averages
29	181	105	3.52	3.90	.18	.01
30	182	105	3.86	3.92	.00	Not signif.
31	181	109	3.38	3.86	.00	.01
32	181	109	3.47	3.73	.06	.05
33	159	100	1.48	1.77	.10	.01
34	174	105	1.61	1.71	.05	Not signif.
35	181	105	1.27	1.41	.05	.05
36	181	105	1.27	1.36	.01	Not signif.
37	180	105	1.36	1.43	-.01	Not signif.
38	179	102	1.28	1.38	-.07	Not signif.

Table 6.2 - Analysis of Responses by Subset

Sub-set	Number of Teachers	Number of Principals	Averages Teachers	Averages Principals	Teacher-Principal Correlation	Significance of Diff. Between Averages
1	165	108	3.10	3.47	.09	.01
2	183	111	4.40	4.19	-.01	.01
3	184	110	3.55	3.77	.20	.01
4	182	110	3.39	3.48	.20	Not signif.
5	184	110	3.53	3.84	.02	.01

Subset 1 = Items 1 to 6, attention given to special needs groups
Subset 2 = Items 7 to 12, promotion of school climate
Subset 3 = Items 13 to 18, satisfaction with students' attitudes
Subset 4 = Items 19 to 25, satisfaction with availability of resources
Subset 5 = Items 26 to 32, satisfaction with support received

In Table 6.1, the number of teachers and principals shown applies to the calculation of the averages. Correlations were based on fewer cases, depending on how many pairs of responses remained after missing data were taken into account. In Table 6.2, the number of teachers and principals refers to the number of survey forms that contained at least some data that applied to the subset. If data were missing, averages were based on fewer cases than the numbers shown, and these averages were then used to calculate teacher-principal correlations. In both tables a principal's survey was used more than once if more than one of his/her teachers responded to the survey.

SECTION 7

RELATIONSHIP BETWEEN SCHOOL RANKINGS AND PRINCIPALS' RESPONSES

Schools that participated in the survey were ranked according to their scores on the Human Rights and Self-Concept scales. However, the reasons for schools being in the top or bottom groups could not be addressed effectively. One question that could be investigated was: "How did the principals' responses relate to the rankings of their schools?" Schools that scored in the top 10 and the bottom 10 on the Human Rights and Self-Concept scales for Grade 8 and for Grade 11 were selected for this study. These groups of schools were selected carefully so as to avoid biases caused by gender imbalance. For example, a class of 10 students might consist of eight males and two females. Since males generally scored lower on the Human Rights scale, their school would be credited with a lower score than would be the case if the genders were equally represented. The procedure employed was to reject any school in which the percentage of each gender in the class fell outside the range of 40% to 60%.

For each of the two groups of schools, the mean response for each of the items on the *Form for Principals* was calculated and comparisons were made. An analysis of variance procedure was used to identify items for which the average response values of the high- and low-scoring schools were significantly different. The items, along with related statistics, are presented in Table 7.1, shown on the next page.

Table 7.1 - Items with Differing Average Responses by Principals of Low- and High-Scoring Schools

Scale and Grade	Item #	Averages for Schools Low-Scoring	High-Scoring	Subject of Item
Grade 8 Self-Concept	17	4.18	3.81	Satisfaction with respect for the disabled
	27	4.50	3.67	Satisfaction with staff support
	28	4.25	3.67	Satisfaction with student support
Grade 11 Self-Concept	No items			
Grade 8 Human Rights	20	4.08	3.33	Satisfact'y resources on student relations
	27	4.67	3.67	Satisfaction with staff support
Grade 11 Human Rights	2	2.25	3.33	Attention to the gifted
	7	3.67	4.58	Promotion of students' self-esteem
	14	3.64	4.33	Satisfactory relations of students & peers
	32	3.00	4.08	Satisfaction with support from Alberta Ed

The following example from the first row of data is provided to assist in reading the table. On item 17 of the principals' form, principals from the 10 schools with the lowest average scores on the Self-Concept scale for Grade 8 responded differently from principals from the 10 schools with the highest average scores on that scale. The average response for principals from the low-scoring schools was 4.18, and for principals from the high-scoring group, 3.81. This item dealt with satisfaction with respect for people with disabilities.

The most striking information provided in Table 7.1 is that for Grade 8; the principals of the schools at the low end of the Self-Concept and Human Rights scales had the most positive responses. For the Grade 11 Human Rights scale, the situation was reversed; means for the principals of the high-scoring schools were greater.

Reasons for the pattern of differences are a matter of speculation.

SECTION 8

SUMMARY OF COMMENTS BY TEACHERS AND PRINCIPALS

Responses to questions A and B on the *Form for Teachers* and questions A, B, and C on the *Form for Principals* were summarized and then categorized. In all, 21 principals and 50 teachers commented on one or more of the items. (Instead of a written comment, some principals included copies of policy statement; these were tallied as comments.) The results of the classification are given below.

Question A on both the *Form for Teachers* and the *Form for Principals* asked how policy statements about human rights were disseminated. Six categories of response were identified, with some responses being subdivided into several categories. The categories of the methods of dissemination, with the number of responses in each, are as follows:

1. Mission statement, handbook, etc. Number of responses: 30. Most of these responses were submitted by teachers; principals tended not to respond.

2. Informal methods such as handouts, passing on statements from higher authorities, etc. Number of responses: 12. About half these methods were noted by principals, the other half by teachers.

3. Curriculum. Number of responses: 7. All these responses were given by teachers.

4. The Bible, or religious teachings. Number of responses: 4.

5. PD days, special programs, and similar methods. Number of responses: 3.

6. No methods of dissemination. Number of responses: 2. Both comments were made by teachers.

Question B on the *Form for Principals* sought lists of activities and special events related to human rights. These were categorized into two groups: special events and ongoing activities.

1. Special events such as Native Awareness Week, Heritage Days, guest speakers, etc., were reported 17 times by 11 different schools. Some schools listed several special events.

2. Ongoing activities included curriculum units in various subjects, peer support, religious study, general disapproval of discrimination, and so on. These were reported 37 times by 20 different schools.

Question B on the *Form for Teachers* and question C on the *Form for Principals* asked participants to give general comments. The scope of the responses was too wide for meaningful categories to be developed. However, some of the highlights are summarized below:

1. Schools must have the support of their communities to foster tolerant and understanding attitudes. This general theme was repeated a number of times.

2. Sensitive issues (items 35 to 38) might be left to other agencies.

3. Items 35 to 38 involved deep moral issues on which Grade 8 students generally have not yet formed opinions.

4. Some fully prepared units on human rights should be distributed for teachers' use.

5. The survey was a waste of money. Some people complained about its value, and one person was quite hostile.

6. There is a real need to expand the role of education in promoting human rights. Schools must make students more aware of human rights issues.

SECTION 9

SUMMARY OF OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS

General Observations

1. Students, teachers, and principals seemed to take the survey tasks seriously and to complete the questionnaires carefully.

2. The reliability of the subscales of the survey for students is quite adequate for making educational decisions about classes but is not high enough for making educational decisions based on scores of individual students.

3. So far, evidence collected on the validity of the survey is positive.

4. The survey statistics for students, including norms, are based on an administration in which names of students were not placed on the test sheets. If the survey were given in a situation where names are entered on the test sheets, the statistics would not likely apply. Students would likely respond differently if they could be identified.

Observations Based on Student Survey Data

The following observations are based on the survey subscale scores (Table 3.1 to 3.4), average scores for each item (Tables 3.5 to 3.11), and the percentage of negative, neutral and positive responses to each item (Table 3.13).

Observations Related to Self-Concept and Human Rights

1. The majority of students expressed positive attitudes toward all aspects of Self-Concept and Human Rights (Table 3.1). Average scores for all subscales were above 3.00.

2. Males had higher average scores for Self-concept (Self-Esteem and Peer Relationships combined) than females. The average score for males was 3.53, while for females it was 3.48.

3. Females had higher average scores for Human Rights (the five subscales combined) than males. The average score for males was 4.03, while for females it was 3.61.

4. While average scores for the survey subscales were all above 3.00, average scores for some items on the survey were below 3.00; and fewer than half of the students responded positively to some items. In these cases, the number of neutral responses often exceeded 20 per cent, suggesting that students' attitudes in these areas might be open to change.

Observations Related to Self-Esteem and Peer Relationships

1. Males had higher average scores (3.59) for Self-Esteem than did females (3.34). This result is consistent with other research in the field of self-esteem [King et al, (1988), p. 22; King et al, (1985), p. 87; Rowat, (1991), p. 69.]

2. Females had higher average scores (3.61) for Peer Relationships than did males (3.47).

3. Grade 11 students had higher average scores (3.54) for Self-esteem than did Grade 8 students (3.40).

4. Grade 11 and Grade 8 students had similar average score (3.55 and 3.53 respectively) for Peer Relationships.

5. Over 75 per cent of females and males at both grade levels responded positively to item 1 ("I have confidence in myself") and item 16 ("I enjoy being with other people my age"). (See Table 3.13.)

6. Average scores for females at both grade levels were below 3.00 for item 3 ("I am often sorry for the things I do") and item 4 ("I would change how I look if I could'). (See Table 3.5.) Over 50 per cent of females at both grade levels responded negatively to item 4 (Table 3.13.)

7. Average scores for males at both grade levels were below 3.00 for item 9 ("If I have a problem, I usually keep it to myself") and item 13 ("I like working with students who are different from me"). (See Table 3.6.) Over 40 per cent of males at both grade levels responded negatively to item 9. Less than 30 per cent responded positively to these items. (See Table 3.13.)

Observations Related to Human Rights

1. Females had significantly higher scores on all five Human Rights subscales than did males.

2. Grade 11 students had significantly higher average scores than Grade 8 students on the Disabilities subscale (Table 3.1).

3. Grade 11 students had significantly lower average scores than Grade 8 students for two subscales: Ethnicity and Aging (Table 3.1).

4. Average scores for all students were above 4.00 for five items: 22 ("Every person is entitled to his/her own set of beliefs'), 24 ("Boys and girls may be different in some ways, but they should have the same rights"), 31 ("Elderly people are entitled to respect"), 37 ("Men and women should be paid the same money if they do the same work"), 46 ("A woman should not be allowed to have a job if she has a husband who has a job"). (See Tables 3.8, 3.10, 3.11.) Over 75 per cent of the students responded positively to these items, and also to item 43 ("People should be able to practice their own religions as long as they do not hurt others"). (See Table 3.13.)

5. Scores for females at both levels were above 4.00 for a further 15 items. (See Tables 3.7 to 3.11.)

6. Less than 50 per cent of all students responded positively to item 17 ("I feel very uncomfortable when people around me speak a different language") and item 18 ("I like learning about different religions"). (See Table 3.13.) The average score for males at both grade levels was below 3.00 for item 18 (Table 3.10).

7. Grade 11 students expressed lower levels of tolerance than did Grade 8 students for new Canadians. This was most pronounced among Grade 11 males in small communities; only 38.9 per cent disagreed with item 35 ("People from some countries and cultures should not be allowed to move to Canada").

8. Males at both grade levels were less willing than females to accept gender equality where job assignments were concerned (items 30 and 42). Grade 11 males in small communities responded more negatively to these items than did Grade 11 males in large and medium communities.

9. Males were less willing than were females at both grade levels to extend voting rights to people who cannot read or write (item 45).

10 Many students expressed discomfort around people with disabilities. This was especially true of males; over 30 per cent felt uncomfortable in the presence of people with disabilities (item 19).

11. Over twice as many females agreed with the statement "I find it difficult to respect people from different religions" (47). Grade 11 males in small communities gave the largest percentage of negative responses to this statement (45.5 per cent).

12. Males at both grade levels were less willing to acknowledge the rights of elderly people to work (item 38) and drive cars (item 41).

Observations on Students' Comments

1. Comments submitted by Grade 8 students were much more numerous than those from Grade 11 students: 460 versus 172. However, while 694 comments were categorized, the majority of sheets contained several comments; therefore, only about 500 students actually made contributions. This figure is less than 10 per cent of the 5,434 students who participated in the study.

2. Comments by students indicate that there are many serious-minded young people in Alberta who have respectful attitudes about human rights. There are some students, however, who expressed negative views about human rights.

3. The greatest number of student comments (216) were categorized as "Comments not relevant to the survey." The statements were often positive (Thank you for a chance to give my opinion); sometimes negative (I feel this test was not worthwhile). Some students were philosophical (Nobody amounts to anything in

this world unless they work), some gave advice (Why don't you ask questions like if you smoke? drink? do drugs?), and some seemed not to take the survey seriously (Downfall to all governments! Anarchy rules!)

4. Most comments dealt with people of other cultures and languages. There were 91 comments in all: 53 by Grade 8 students, 34 by Grade 11 students, and 4 by students whose grade could not be identified.

5. The students' comments reflected the generally positive attitudes expressed in the machine-scored items. Positive comments related to Self-Concept outnumbered the negative comments 43 to 10, with 17 neutral statements. For the Human Rights aspects, the count was 208 positive statements, 132 negative ones, and 55 mixed comments.

Observations Based on Teachers' and Principals' Responses to Items

Observations Related to Items 1 to 32

Items 1 to 32 could be grouped meaningfully to form subscales. The observations that follow are based primarily on data in Table 6.1 and Table 6.2.

1. On the *Form for Principals*, 31 of the first 32 items had averages above 3.00. On the *Form for Teachers*, averages for items 2 and 3, which dealt with attention given to gifted students and students with physical disabilities, were less than 3.00.

2. Averages for items on the *Form for Principals* were generally higher than averages recorded on the *Form for Teachers*. There were a few instances, however, where the averages for teachers were higher (items 7 to 10, 12, and 27). Three of the items dealt with climate (school climate on the principals' survey and classroom climate on the teachers' survey), and the fourth related to support by teachers. It is possible that in these areas (and in others not represented by these items), teachers were rating the results of their own efforts and principals of theirs. For example, teachers might feel closer to the matter of Self-Esteem in students (Item 7) than principals do.

3. Correlations were low between responses by teachers and by principals from the same school. This does not necessarily mean that teachers and principals did not agree. Correlations are generally low when the range of scores is restricted. This was the case in this survey because the responses tended to be clustered near the top of the scale, with very few in the low (negative) region.

4. For items 1 to 6, which sought opinions on how well special needs students were accommodated in the schools, there was a large discrepancy between averages of responses by teachers and by principals. The average for teachers (3.10) was only marginally greater than the neutral value of 3.00, while the value for principals was 3.64, which represented strongly positive views.

5. For items 7 to 12, which dealt with efforts in promoting climate in the classroom and the school, responses by both teachers and principals were very positive.

6. For items 13 to 18, which were based on promoting positive attitudes to Self-Concept and Human Rights in students, both groups responded quite positively. The average for principals was considerably higher than the average for teachers.

7. Items 19 to 25 asked teachers and principals to indicate how satisfied they were with the educational resources available to help promote Self-Concept and Human Rights. Once again the averages were positive, with those for principals generally higher.

8. The topic for items 26 to 32 was the degree of satisfaction teachers and principals felt about the support for promoting human rights. Principals responded more positively for all but two items—satisfaction with the support from staff, and satisfaction with the support from students. Averages for both groups were quite positive.

Observations Related to Items 33 to 38

Items 33 to 38 were somewhat different. Items 33 and 34 inquired about the existence of school policies and special activities related to human rights. Items 35 to 38 sought opinions from teachers and principals about whether a number of sensitive issues should be included in future surveys.

Items 33 to 38 were answered on a YES–NO basis and were given score values of 1 and 2 respectively. Items for which there were an equal number of YES and NO responses would have an average score of 1.5. Average values BELOW 1.5 indicate a preponderance of YES responses, while values ABOVE 1.5 indicate more NO than YES replies. For example, in a case where there were twice as many YES answers as NO answers, the average would be 1.33; if the situation were reversed, the value would be 1.67.

1. For item 33 (Does your school and/or district have any policy statement with respect to promotion of human rights?), the teachers split almost evenly in their replies, but nearly 80 per cent of the principals said YES. This suggests that many of the teachers are not aware of policy documents.

2. Item 34 (Does your school have any special activities or programs aimed at promoting human rights?) was given more NO than YES responses by both teachers and principals.

3. Items 35 to 38 received a strong YES vote by teachers, but principals were evenly split on YES and NO responses. The sensitive issues listed for possible inclusion in future surveys were: Sexual orientation, Abortion, Genetic Engineering, and Pornography.

Observations Based on Teachers' and Principals' Comments

1. Comments indicated that most schools have a policy statement and that this policy includes declarations on at least some aspects of human rights.

2. Comments suggested that schools are genuinely concerned about promoting positive attitudes toward human rights among their students.

Conclusions

Conclusions Related to the Survey Instrument as a Whole

1. The survey instrument yielded reliable and valid data that can be of value when comparing the groups measured and for studying other groups in the future.

2. Norms based on a sample of Alberta students were produced. They can be used to detect changes over time in students' attitudes.

3. The data have been broken down sufficiently (into subscale, grade, and gender) to permit comparisons between groups. These comparisons and possibly local research might be used to generate discussion at the community level.

Conclusions Related to Students' Attitudes

1. Generally speaking, the students who participated in this survey expressed positive attitudes toward themselves and toward human rights. Males tended to be more positive about themselves than females did, but the reverse was true for human rights. There was very little difference between Grade 8 and Grade 11 on either of the two sets of scales.

2. Despite the generally positive results, substantial numbers of students also expressed negative views about human rights. In general, 15 to 20 per cent of the males and 5 to 10 per cent of the females responded negatively on the Human Rights scales. Percentages were higher in the Self-Concept section.

3. These are some areas of concern:

   a. Females expressed lower self-esteem (as compared with males), based primarily on concerns about personal appearance.

   b. Many males expressed feelings of alienation in their responses to items about i) working with students who are different from themselves and ii) willingness to discuss their problems.

   c. Many students (in all groups) expressed feelings of discomfort around people who speak a different language.

d. Grade 11 students, particularly males in small communities (those with populations less than 6,000), expressed a lower level of tolerance for new Canadians.

e. Males at both grade levels, but particularly Grade 11 males in small communities, were less willing to accept the equality of the sexes regarding job assignments.

f. Males at both grade levels were less willing than females to extend voting rights to people who cannot read or write.

g. Many students, but especially males, expressed discomfort around people with physical disabilities.

h. Males, particularly Grade 11 males in small communities, expressed less tolerance than females toward other religions.

i. All groups of students, but especially males, expressed a lack of interest in learning about different religions.

j. Males were less accepting than females of the rights of elderly people to work and drive cars.

Conclusions Related to Teachers' and Principals' Views

1. Principals' generally indicated positive views about their students' self concepts and attitudes toward human rights, and about the support and resources available for promoting students' growth in these areas.

2. Teachers were also generally positive but less so than the principals. Teacher responses were negative regarding:

   a. Attention given to gifted students (the average response was slightly below the "neutral point.")

   b. Attention given to students who have physical disabilities (the average response was well below the "neutral point.")

3. These were areas of concern:

   a. Teachers perceived that some of the special needs students did not receive enough attention.

   b. Both teachers and principals thought their schools did not have any special activities/programs promoting human rights.

   c. Many teachers were unaware of school policies on human rights.

Recommendations

After reviewing the results of the survey in detail, the Steering Committee made these recommendations: .

1. Various groups and organizations, such as Alberta Education, Alberta Advanced Education, school advisory groups, Specialist Councils of the Alberta Teachers' Association, the Human Rights Commission, the Alberta Multiculturalism Commission, and school boards and their communities should share the responsibility for developing more tolerant and understanding attitudes among young people.

2. Schools that participated in the survey should share their results with their school councils and community members, and ask for their assistance to: a) identify areas where an improvement in students' attitudes would be desirable, b) set goals, and c) support the schools' efforts to achieve these goals. Community groups should work together to improve respect for human rights, within the context of local needs and resources.

3. Schools and communities should publicize initiatives they are undertaking to promote tolerance and understanding among young people. Good ideas developed in the community will very likely be applicable in other communities as well.

4. To assist teachers in their efforts to improve students' self-concepts and attitudes toward human rights, Alberta Education should:

   a. Consider establishing attainment targets for the development of desirable personal characteristics, so that school boards can work toward increasing self-esteem in girls and reducing feelings of alienation in boys.

   b. Identify specific areas of the school program where the study of human rights issues and the development of a positive self-concept can be addressed and reinforced. These areas would probably be parts of the social studies, language arts, science, and mathematics programs at all levels, the health program at the elementary and junior high levels, and the Career and Life Management (CALM) program at the senior high level.

      For example, general and specific learner expectations for media literacy (language arts) could include understanding the effects of messages that promote an unrealistic body image for females, reinforce stereotypes, and fail to reflect the diversity of human beings.

   c. Distribute the "Follow-up Activities" that were included with the survey questionnaire to all schools and encourage communities to develop learning resources that are sensitive to local needs.

   d. Discuss with university faculties of education how best to develop knowledge and skills related to human rights issues among students who are preparing to teach in Alberta's schools.

5. The Specialist Councils of the Alberta Teachers' Association should work cooperatively with the Human Rights Commission to develop inservice packages for teachers.

   These packages could focus on: i) making teachers more sensitive to human rights issues, ii) reviewing Alberta Education's policy on promoting positive attitudes in the classroom, and iii) studying Alberta's human rights legislation and Canada's Charter of Rights and Freedoms. The inservice sessions should help teachers to set a good example of tolerant and understanding attitudes for their students, and to develop curriculum materials for lessons on human rights issues.

6. School boards should:

   a. Provide inservice training to school administrators and teachers, so that all staff are aware of current policies on tolerance, understanding, and respect for diversity in Alberta's schools.

   b. Encourage schools to build on positive attitudes that students have learned in the home and to extend students' knowledge and understanding of people different from themselves.

   c. Involve elderly people in school councils and school programs, with a view to promoting positive attitudes toward older people among students.

   d. Publicize existing materials that could help educators improve students' self-concept and attitudes toward human rights (for example, the model school board policy prepared by the Multicultural Council of the Alberta Teachers' Association and the journal articles by Kinsella and Thomas (listed in the "Reference" section of the full technical report).

7. Community groups should:

   a. Use the survey to gather and share information about attitudes in their community. Such a local study would permit people to express their feelings, help to identify issues, and promote a willingness to participate in the resolution of these issues.

   b. Take responsibility for making their community a place where everyone feels respected and valued.

SECTION 10

SOME FINAL CONSIDERATIONS

Comparisons with Other Canadian Studies of Students' Attitudes

The findings of this study are generally consistent with two national studies: the *Canada Health Attitudes and Behaviour Survey* (CHABS) (King et al. 1985a and 1985b) and the *Canada Youth and AIDS Study*, (CYAS)) (King et al. 1988). These studies compared the responses of male and female students regarding perceptions of themselves and their attitudes toward the equality of men and women. However, the CHABS *Alberta Report* does not compare the results for males and females, and the CYAS *Alberta Report* includes no information about students' responses in these areas (self-concept and gender equality).

The emphases of the CHABS and the CYAS were somewhat different from this study, as were the populations surveyed. The CHABS surveyed Grade 4, Grade 7, and Grade 10 students; the CYAS surveyed Grade 7, Grade 9, and Grade 11 students and college/university students. The CHABS also used slightly different wording in its items and response codes.

The two national studies provided an informative perspective for examining the results of the current study. For example, Alberta students appear to have some higher scores in the area of self-confidence. As well, national findings support concerns also raised in this study about self-esteem among females, feelings of alienation among males, and attitudes of males toward equality of women in the workplace.

Further Research

Some interesting questions remain unanswered. Therefore, the Steering Committee makes these suggestions for further research:

1. The same survey should be readministered in 1994, when most students who were in Grade 8 during the 1991 administration will be in Grade 11. The survey should continue to be administered to a random sample of students in grades 8 and 11, as it was in 1991. The information about students' attitudes in a 1994 survey could be compared with the results of the 1991 survey.

2. More demographic information could be collected to provided a clearer perspective on the views of minorities such as Natives and students of particular ethnic and religious backgrounds.

3. When readministered, the survey could include several topical items that would be processed separately. The responses to these items would provide valuable information about students' feelings regarding issues in the spotlight at the time. After three or four years, the survey could be administered with a new set of items reflecting other contemporary problems.

4. The four items dropped from the 1991 survey could be reworded in future surveys.

5. Items could be added to reduce social distance and bring issues closer to students' personal lives. For example, in addition to being asked whether people from other countries should be allowed to immigrate to Canada, students could be asked whether people from other countries should be allowed to live next door to them.

6. Items could be added to gather information about students' attitudes to other, less visible, special needs groups (for example, gifted students).

7. Further research could be done to find out why students' attitudes on some human rights issues are less tolerant than others. (This study found lower tolerance levels among all students regarding disabilities and different religious beliefs.)

8. Communities not represented in the 1991 survey sample could be given the opportunity to have their schools use the survey to gather information about their young people.

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APPENDIX 1

INFORMATION AND INSTRUCTIONS SENT TO SCHOOLS

ALBERTA EDUCATION HUMAN RIGHTS ATTITUDE SURVEY

Information and Instructions

General Information for Principals

Alberta schools have long been aware of their responsibility to encourage, in the students, an appreciation of human rights. With the release of the Final Report of the Committee on Tolerance and Understanding, in December, 1984, a new and vital energy was given to this facet of public education. One of the recommendations of the Committee was: "That Alberta Education prepare and distribute a monograph to assist teachers in nurturing tolerance and understanding in the schools" (p. 75). This directive was fulfilled when Alberta Education distributed a publication entitled Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators, in November, 1985. The main thrust of this booklet was to provide teachers with suggested lesson plans and with a list of resource material.

Adaptations of the curricula in various school subjects have been made since the publication of the monograph in 1985. As is the case with most changes in educational procedures, consideration has been given to assessing the results of the modifications. As a result, three survey instruments have been developed, one for students, another for teachers, and the third for principals. The questionnaires are being administered to Grade 8 and Grade 11 students in a sample of schools, to the teachers involved with these students, and to principals of these schools. The purpose of the administration is to develop norms for the instruments which will serve as benchmarks for surveys in future years. Your permission, which recently was given, to administer the questionnaires in your school is appreciated.

The survey instruments consist of items in seven areas: two deal with perception of self—self-esteem and relationship with peers, and the other five deal with discrimination and prejudice toward ethnic groups, females, people with disabilities, religious groups and senior citizens. Other important human rights issues might have been included; however, in designing the survey, we have tried to balance comprehensiveness with sensitivity to the fatigue factor for students and the administration time for teachers.

Data from students, teachers and principals, collected in 1991 will be used in a number of ways:

To serve as norms for future surveys;

To determine changes in attitudes that take place between Grade 8 and Grade 11;

To determine which areas might be in need of more attention.

Instructions for administering the questionnaires in your school consist of these directions:

a. Instructions for Principals;
b. Instructions for Teachers;
c. Instructions for Administration.

Instructions for Principals

Principals are asked to perform the following specific tasks:

1. Distribute the following materials to each of your Grade 8 and/or Grade 11 teachers involved in the norming project:

   a. One "Form for Teachers," along with a GREEN answer sheet.

   b. For each student, one copy of "Attitude Survey on Understanding Yourself and Others" and one PINK answer sheet.

   c. One copy of "Instructions for Teachers," which includes "Instructions for Administration" and "Follow-up Activities."

2. Complete a copy of the "Form for Principals," using a GREEN answer sheet.

3. Collect all of the survey materials.

4. Return ALL of the survey materials to Alberta Education (with the exception of the information and instruction sheets), using the return labels provided. Note that courier waybills are enclosed so that you do not have to pay return postage. The Follow-up Activities should NOT be returned.

5. If there are problems, please telephone Darlene Montgomery at 427-0010.

PLEASE RETURN THE COMPLETED ANSWER SHEETS BY MAY 31, 1991.

You will receive a report on the norming study, including results for your school.

One comment. The questionnaire for students uses a Likert Scale. This technique requires that statements making up the items by very positive or very negative. Occasionally someone (sometimes a teacher) is offended by a statement. Do your best to assure any complainant that this technique makes it possible for someone to express his/her view clearly. There is no point in measuring agreement with a neutral statement.

Your cooperation in this project is appreciated.

Instructions for Teachers

Teachers are asked to proceed as follows:

1. Complete the "Form for Teachers" using a GREEN answer sheet.

2. Using the instructions below, administer the Attitude Survey to your students. Note that students may ask you for the four-digit school code number. Please use **four** digits even when the number is small (e.g., 0002 for school number 2).

3. Collect all of the survey materials and return them to the office of the principal.

Instructions for Administration

1. Distribute survey materials so that each student has a copy of the Attitude Survey and of a PINK answer sheet. Ensure also that each student has an ordinary (HB) pencil. Ball point pens must not be used.

2. Tell the students that the class has been asked to complete an attitude survey that should take only a few minutes.

3. Tell the students to read the instructions carefully before they begin responding to the items. (You may wish to read the instructions to the students.) On the reverse side of the answer sheets are extra instruction for marking answers.

4. Respond to any questions they may have before beginning.

5. Tell the students to ask you about any item which they do not understand and give assistance as required.

6. During the time when students are completing the questionnaire, make sure that the instructions are being followed. It is important, however, that the students do not perceive you as trying to see their individual responses.

7. Ask the students to turn in BOTH the survey forms and the answer sheets when the task has been completed.

Your assistance in this project is appreciated.

Follow-up Activities

Some teachers in the norming procedures may wish to use the questionnaire for students as an introduction to class activities related to the field of human rights. A set of suggested exercises, suitable for Grade 8 and Grade 11, has been drawn up by a classroom teacher and copies are included in the materials sent to the principal. It is hoped that at least some of these proposed activities will be useful to you.

April 15, 1991

Dear Parents,

In the last two weeks of May, 1991, secondary school students across Alberta will be completing a survey of attitudes on human rights.

New resources and policies to encourage an awareness of human rights issues among students have been implemented over the past 6 years. The purpose of the survey is to assess how successful the initiatives have been in promoting tolerant and understanding attitudes among students.

Across the province, 140 schools have been randomly selected to participate in this survey. Although human rights attitudes are fostered in all classes, Grad 8 Social Studies and Grade 11 Career and Life Management classes have been chose to facilitate the administration of this survey. {«grade»} students from our school have been selected to participate in this survey.

Our school will be administering the human rights survey during the last two weeks in May. The total administration time will take about 30 minutes. The provincial results will be available in the fall from Alberta Education. Individual student results are confidential and will not be reported in any way.

Should you have any questions or concerns, please contact me.

Yours sincerely,

Principal

APPENDIX 2

SURVEY INSTRUMENTS

1. Survey for Students
2. Survey for Teachers
3. Survey for Principals

ATTITUDE SURVEY ON UNDERSTANDING YOURSELF AND OTHERS

This survey is intended to find out how young Albertans feel about themselves and about others. It is **NOT** a test. Please do not put your name anywhere on the answer sheet. Your responses will be read by a machine and will therefore not be revealed to anyone. There are no right or wrong answers, rather, it is important that you answer according to your own feelings and attitudes.

Fill in the circles that indicate your sex and your grade, then, in the sector labelled SCHOOL, place your school code number (if you don't know it, ask your teacher). Spaces for name, class or age, mark, and special codes should be left blank.

The survey consists of a number of statements. Decide how much you agree or disagree with each one, then record your feelings on the answer sheet, using an ordinary pencil (HB). Find the number on the answer sheet that corresponds to the number of the statement, then fill in the circle that tells what you think. Use the following code for recording your responses:

Response Code: 1 = Strongly Disagree
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree
5 = Strongly Agree

If you do not understand a statement, you may ask your teacher to clarify it for you. If you are still not sure about the meaning, do not give an answer; that is, leave the space blank on the answer sheet next to the number of that statement.

PART A: UNDERSTANDING MYSELF

1. I have confidence in myself.
2. I have something special to bring to this world.
3. I often am sorry for the things I do.
4. I would change how I look if I could.
5. I often wish I were someone else.
6. I like myself.
7. I often feel left out of things.
8. I have a lot of friends.
9. If I have a problem, I usually keep it to myself.
10. I am too shy to make a lot of friends.
11. My friends often ask me for help and advice.
12. I do not have much in common with people my age.

13. I like working with students who are different from me.

Response Code: 1 = Strongly Disagree
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree
5 = Strongly Agree

14. When I am with other people I say very little because nobody wants to listen to me.

15. I can handle almost any problem that comes my way.

16. I enjoy being with other people my age.

PART B: UNDERSTANDING OTHERS

17. I feel very uncomfortable when people around me speak a different language.

18. I like learning about different religions.

19. I feel comfortable around people with physical disabilities.

20. A woman should **not** have a career while caring for her family.

21. Students with disabilities should have the opportunity to attend regular schools.

22. Every person is entitled to his/her own set of beliefs.

23. I can learn a lot from elderly people.

24. Boys and girls may be different in some ways, but they should have the same rights.

25. If a person treats others unfairly because of their religion, that person should be punished by law.

26. All public buildings, such as schools, should have ramps for wheelchairs.

27. I hate dealing with elderly people.

28. If I know which country a person came from, I know what that person is like.

29. Laws protecting disabled people have gone too far.

30. Boys and girls should be given the same chores to do around the house.

31. Elderly people are entitled to respect.

32. If I know a person's religion, I know what that person is like.

33. Women can be excellent managers in the workplace.

34. [Item deleted]

35. People from some countries and cultures should not be allowed to move to Canada.

Response Code: 1 = Strongly Disagree
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree
5 = Strongly Agree

36. People of different religions should not discuss their views with one another.

37. Men and women should be paid the same money if they do the same work.

38. At age 65 people should be forced to retire to give younger people a chance to work.

39. People who come to Canada to live are different from Canadians in some ways, but they all should be given the same consideration and respect.

40. [Item deleted]

41. When people reach a certain age they should no longer be allowed to drive cars.

42. Some kinds of jobs should be done by men, only, and some other jobs by women only.

43. People should be able to practice their own religions as long as they do not hurt others.

44. [Item deleted]

45. People who cannot read or write should **not** be allowed to vote in government elections.

46. A woman should not be allowed to have a job if she has a husband who has a job.

47. I find it difficult to respect people from certain religions.

48. People entering Canada should be permitted to work only at jobs that others do not want.

49. All mentally disabled people are pretty much alike.

50. People who speak a different language should be encouraged to have their children learn that language.

51. Women who work for large companies should not be entitled to hold senior jobs.

52. Elderly people should be given help so they can live independently, rather than placing them in homes for the aged.

53. I can learn from people who are disabled.

54. I like working in a group where there are students whose culture is different from mine.

55. People with disabilities should **not** expect to be as happy as others.

56. [Item deleted]

BEST COPY AVAILABLE

If you wish to comment on any aspect of how you feel about yourself or how you feel about others, please use the space below.

COMMENTS

HUMAN RIGHTS ATTITUDE SURVEY

FORM FOR TEACHERS

The purpose of this form is to determine teachers' views with respect to the teaching and promotion of human rights in the classroom. Place your responses on the GREEN answer sheet, using the specified coding systems. Leave the spaces for personal information blank, except that in the space labelled NAME, write the word TEACHER.

Please indicate the degree to which the following special needs groups receive attention in your classroom. Use the coding system shown below. In cases where the item does not apply, blacken response #6 (for example, you might not have any recent immigrants in your classroom).

1. None
2. A little
3. Some
4. Much
5. Very much
6. Does not apply

1. Students with learning disabilities.
2. Students who are gifted.
3. Students with physical disabilities.
4. Students with visual and hearing impairments.
5. Recent immigrants.
6. English-as-a-second-language students.

Indicate the degree to which the following aspects of classroom climate are promoted in your classroom. Use the above coding system to record your responses.

7. Self-esteem among students.
8. Good interrelationships among students.
9. Respect for different ethnic groups.
10. Gender equality.
11. Respect for students who have disabilities.
12. Respect for different religious groups.

Teachers are expected to promote positive attitudes of students toward themselves and toward others. What is your general degree of satisfaction with students' attitudes in each of the areas listed below? Use the following coding system when responding.

1. **Highly unsatisfactory**
2. **Unsatisfactory**
3. **Neither satisfactory nor unsatisfactory**
4. **Satisfactory**
5. **Highly satisfactory**

13. **Self-esteem in students.**

14. **Relationship of students with their peers.**

15. **Respect for ethnic differences.**

16. **Gender equality.**

17. **Respect and consideration for students who have disabilities.**

18. **Respect for religious differences.**

Indicate your degree of satisfaction with the educational resources available in your school for promoting: (Use the above coding system to record your responses.)

19. **Self-esteem in students.**

20. **Good relationships among students.**

21. **Reduction of ethnic bias.**

22. **Reduction of gender bias.**

23. **Reduction of disability stereotypes.**

24. **Reduction of religious stereotypes.**

25. **Reduction of age stereotypes.**

Indicate your degree of satisfaction with the support received from the following groups in promoting human rights in your classroom (use the above coding system when responding.)

26. **Parents and community in general.**

27. **Other teachers.**

28. **Students.**

29. Administrators and consultants in your central office.

30. Administrators in your school.

31. Your school board.

32. Alberta Education.

For items 33 to 38 respond "Yes" or "No" using the following code:

1 = Yes 2 = No

33. Does your school and/or district have any policy statements with respect to promotion of human rights? (If "Yes", please indicate, briefly, how the policy is disseminated under COMMENTS, Part A, below.)

34. Does your school have any special activities or programs aimed at promoting human rights?

Many human rights issues are very sensitive. Should future surveys endeavour to capture students' attitudes toward such sensitive areas as those given in items 35 to 38?

35. Sexual orientation.

36. Abortion.

37. Genetic Engineering.

38. Pornography.

If you wish to comment on any aspect of human rights in your school, please use Part B, in the space below.

COMMENTS

A. How are policy statements regarding human rights disseminated?

B. General comments.

HUMAN RIGHTS ATTITUDE SURVEY

FORM FOR PRINCIPALS

The purpose of this form is to determine the views of principals with respect to the teaching and promotion of human rights in the school. Place your responses on the GREEN answer sheet, using the specified coding systems. Leave the spaces for personal information blank, except that in the space labelled NAME, write the word PRINCIPAL.

Please indicate the degree to which the following special needs groups receive attention in your school. Use the coding system shown below. In cases where the item does not apply, blacken response #6 (for example, you might not have any recent immigrants in your school).

1. None
2. A little
3. Some
4. Much
5. Very much
6. Does not apply

1. Students with learning disabilities.
2. Students who are gifted.
3. Students with physical disabilities.
4. Students with visual and hearing impairments.
5. Recent immigrants.
6. English-as-a-second-language students.

Indicate the degree to which the following aspects of school climate are promoted in your school. Use the above coding system to record your responses.

7. Self-esteem among students.
8. Good interrelationships among students.
9. Respect for different ethnic groups.
10. Gender equality.
11. Respect for students who have disabilities.
12. Respect for different religious groups.

Schools are expected to promote positive attitudes of students toward themselves and toward others. What is your general degree of satisfaction with students' attitudes in each of the areas listed below? Use the following coding system when responding.

1. Highly unsatisfactory
2. Unsatisfactory
3. Neither satisfactory nor unsatisfactory
4. Satisfactory
5. Highly satisfactory

13. Self-esteem in students.

14. Relationship of students with their peers.

15. Respect for ethnic differences.

16. Gender equality.

17. Respect and consideration for students who have disabilities.

18. Respect for religious differences.

Indicate your degree of satisfaction with the educational resources available in your school for promoting: (Use the above coding system to record your responses.)

19. Self-esteem in students.

20. Good relationships among students.

21. Reduction of ethnic bias.

22. Reduction of gender bias.

23. Reduction of disability stereotypes.

24. Reduction of religious stereotypes.

25. Reduction of age stereotypes.

Indicate your degree of satisfaction with the support received from the following groups in promoting human rights in your school (use the above coding system when responding.)

26. Parents and community in general.

27. Your staff.

28. Students.

29. Administrators and consultants in your central office.

30. Your peers (other principals).

31. Your school board.

32. Alberta Education.

For items 33 to 35 respond "Yes" or "No" using the following code:
1 = Yes 2 = No

33. Does your school and/or district have any policy statements with respect to promotion of human rights? (If "Yes", please attach a copy of these policy statements, and indicate, briefly, how the policy is disseminated under "Principal's Comments," Part A, below.)

34. Does your school have any special activities or programs aimed at promoting human rights? (If "Yes", please list them under "Principal's Comments", Part B, below.)

Many human rights issues are very sensitive. Should future surveys endeavour to capture students' attitudes toward such sensitive areas as those given in items 35 to 38?

35. Sexual orientation.

36. Abortion.

37. Genetic Engineering.

38. Pornography.

If you wish to comment on the promotion of human rights in your school, please use Part C, below.

PRINCIPAL'S COMMENTS (You may wish to use an attached sheet)

A. How are policy statements regarding human rights disseminated?

B. Special activities or programs for promoting human rights.

C. General comments.

APPENDIX 3

CORRELATIONS BETWEEN PAIRS OF SUBSCALES BROKEN DOWN BY GRADE AND GENDER

Grade 8 Females
Correlations Between Pairs of Subscales

Subscale	Peer Relations	Ethnicity	Gender	Disabilities	Religion	Aging
Self-Esteem	.50	.19	.17	.19	.18	.19
Peer Rel.		.20	.21	.21	.20	.18
Ethnicity			.35	.51	.64	.40
Gender				.41	.43	.37
Disabilities					.53	.47
Religion						.43

Grade 8 Males
Correlations Between Pairs of Subscales

Subscale	Peer Relations	Ethnicity	Gender	Disabilities	Religion	Aging
Self-Esteem	.55	.14	.14	.15	.17	.17
Peer Rel.		.17	.16	.18	.19	.17
Ethnicity			.52	.55	.68	.42
Gender				.50	.51	.41
Disabilities					.56	.52
Religion						.44

Grade 11 Females
Correlations Between Pairs of Subscales

Subscale	Peer Relations	Ethnicity	Gender	Disabilities	Religion	Aging
Self-Esteem	.45	.18	.10	.18	.21	.17
Peer Rel.		.19	.13	.18	.17	.13
Ethnicity			.31	.44	.63	.34
Gender				.29	.37	.25
Disabilities					.47	.44
Religion						.37

Grade 11 Males
Correlations Between Pairs of Subscales

Subscale	Peer Relations	Ethnicity	Gender	Disabilities	Religion	Aging
Self-Esteem	.55	.17	.13	.21	.18	.21
Peer Rel.		.13	.12	.19	.14	.20
Ethnicity			.49	.51	.66	.32
Gender				.49	.52	.32
Disabilities					.55	.51
Religion						.36